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AUTHOR	Weber, Larry; Fleming, Dan
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ABSTRACT

A project to upgrade knowledge and skills of junior high school students in American history was conducted in four cities and counties in Virginia during 1977-78. The hypothesis was that students who received feedback from teachers regarding performance on an American history pre-test would perform better on a subsequent American history test. History skills being measured included ability to recognize famous leaders and political systems, read maps and graphs, identify time relationships, interpret written sources, and demonstrate knowledge of major periods of U.S. history. For the study, more than 2,500 students were assigned to experimental groups (receiving feedback from teachers) and control groups (no feedback). They were administered an American history pre-test in the fall of 1977. Tests were scored and results compiled in group data. Teachers of students in the experimental groups reviewed test results with their students. In May 1978, all students were post-tested in American history knowledge and skills. Findings indicated that students in all experimental groups showed improvement gains in more areas between pre- and posttests than did students in control groups. The conclusion is that feedback from teachers helps students achieve modestly higher test scores. Copies of pre- and posttests and answer keys are included in the appendices. (Author/DB)

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VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Office of Educational Services
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ALEXANDRIA CITY PUBLIC SCHOOLS
SOCIAL STUDIES EVALUATION PROJECT
1977-1978

Larry Weber
Dan Fleming

SOCIAL STUDIES

EVALUATION PROJECT

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Social Studies Evaluation

Project

PROCEDURES

A project to upgrade the knowledge and skills of students in American History in Alexandria City Schools was conducted during the 1977-78 academic year. The format of the project consisted of the following elements. Classes of students in grades 7-8 were assigned to experimental and control groups. In the fall of 1977 all students in both groups were administered an American History pre-test. Knowledge and skills that were tested are listed in Illustration 1. Copies of pre and post tests for each level are included in the appendices. Tests of all students were scored and results compiled in group data. Tests and test results of students in the experimental group were returned to teachers with instructions to review the test results with their students. An inservice session for teachers by project staff was also provided. In May of 1978 all students were post tested with a parallel form of the pre-test. Copies of the post test instruments are included in the appendices. Post tests of students were scored and results compiled in group data. The remainder of this section of the report will be devoted to data treatment and a discussion of the findings of the study.

ILLUSTRATION 1

AMERICAN HISTORY KNOWLEDGE AND SKILLS TEST

Part I: Recognizing Famous Leaders: The ability to identify pictures of well known leaders from the past.

Part II: Recognizing Political Symbols: The ability to identify well known political symbols found in comtemporary life.

Part III: Reading Graphs: The ability to comprehend and draw inferences from a line graph.

Part IV: Identifying Time Relationships: The ability to demonstrate a knowledge of chronology concerning people, events and technology.

Part V: Reading Maps and U.S. Geography: The ability to locate important geographical features of the United States and to determine direction and scale of miles on a map.

Part VI: Interpreting Written Sources: The ability to interpret differing accounts of the same event, determine point of view of an author and to make generalizations based on evidence.

Part VII through XI: Knowledge of American History: Items 35 through 51 determine student knowledge of major persons, events, terms and geography particularly significant for each of five chronological periods of United States history.

PROCEDURES/METHODOLOGY

The statistics used in analyzing data for the study are descriptive. When tests of significance were conducted non-parametric statistical techniques were used because resources allocated to analyzing the data did not allow extensive data treatment. Analyses that were conducted and discussion and conclusions were based primarily on rational and logical premises and from inspection of the quantitative data.

FINDINGS

Comprehensive results for both experimental and control group students are presented in Tables 1. Information included at the beginning of each table are the number of students who took the test, the average score attained by the group, the test standard deviation, and reliability estimates of the test.

Immediately following the information at the top of Table 1 are subtest achievement levels, in percent, for students in both experimental and control groups. For example, the achievement level of 7-8 grade students in the experimental group on the Recognizing Famous Leaders skill area of the pre-test was 87%; it was 87% for the control group on the pre-test; 64% for the experimental group on the post test; and 46% for the control group on the post test. Other information relative to other skill and knowledge areas in the table can be interpreted in a similar fashion.

A more detailed breakdown of student performance is contained in Appendix 3, where statistics showing achievement of students on individual items within a knowledge or skill area are presented. Scrutiny of the statistics should provide information about the strengths and weaknesses students have on the material that was tested by specific questions within a knowledge or skill area.

The establishment of criteria to judge the efficacy of the treatment was a subjective matter. Many competency-based educators suggest the

Table 1
COMPREHENSIVE TEST STATISTICS
Grades 7 - 8

	Pre-Test	Post Test
No. Students-Exp. Group	129	129
No. Students-Control Group	179	175
Mean. Score-Exp. Group	23.62 (46%)	28.28 (55%)
Mean. Score-Control Group	27.76 (54%)	24.55 (48%)
Std. Deviation-Exp. Group	6.95	10.57
Std. Deviation-Control Group	8.43	16.48
Reliability (KR-20) Exp. Group	.80	.92
Reliability (KR-20) Control Group	.87	.98

SUBTEST PERCENT ACHIEVEMENT LEVELS
PRE & POST TESTS
Grades 7 - 8

	Experimental		Control	
Subtest	Pre	Post	Pre	Post
Recognizing Famous Leaders	87	64	87	46
Recognizing Political Symbols	56	45	66	38
Reading Graphs	77	71	81	61
Identifying Time Relationships	61	58	71	46
Reading Maps and U.S. Geography	45	56	56	50
Interpreting Written Sources	44	49	51	40
Colonial America - 1800	38	44	50	44
1800 - 1861	36	56	47	55
1861 - 1900	36	59	45	55
1900 - 1932	30	57	36	50
1932 - 1970	37	52	42	44

80% achievement level as satisfactory performance and evidence of a successful program. Accordingly, the achievement of 80% proficiency in a skill or knowledge area was used as evidence of treatment success.

For both experimental and control groups the 80% level of proficiency was not attained on any skill or knowledge area on the post test. These data are not supportive of treatment effectiveness.

Other analyses comparing the performance of control and experimental groups were conducted and while, as mentioned earlier, sophisticated statistical treatment of data did not occur casual observation reveals the experimental groups did exhibit superiority over the control groups. On the pre-test the experimental group scored at the 46% level and the control group scored at the 54% level, (8% points difference in favor of the controls). On this post test, the experimental group scored at the 55% level while the controls scored at the 48% level, (7% points difference in favor of the experimentals). It can be said that a net difference of 15% points occurred between pre and post testing and that, if an ANCOVA test had been conducted, superiority for the treatment group would probably have been demonstrated.

Another analysis which may reveal the efficacy of the treatment on the experimental group is a determination of the number of skill areas where the increase or decrease on the post test, as measured by percent of achievement gain or loss when compared to the pre-test, was at least 5%.* (Refer to Table 1). A 5% gain by the 7-8 grade experimental group between pre and post testings was shown in seven areas:

1. Reading Maps and U.S. Geography
2. Interpreting Written Sources
3. Colonial America to 1800
4. 1800-1861
5. 1861-1900
6. 1900-1932
7. 1932-1970

---

*5% is an arbitrary figure which the evaluator used as a meaningful change between testings. It has been used in other research of this type.

This data can be compared to the 7-8 grade control groups data which indicated 5% gains in three areas:

1. 1800-1861
2. 1861-1900
3. 1900-1932

When viewed on the basis of the 5% criteria the experimental group demonstrated an advantage. If we take into account the fact that the experimental group for 7-8 grade students declined by 5% points in fewer categories than the control group, the outcome is somewhat more favorable. (Refer to Table 1.) The experimental groups declined by 5% points in three areas, i.e., Recognizing Famous Leaders, Recognizing Political Symbols and Reading Graphs. This may be compared to seven areas of decline by the control group. In summary, using the 5% gain/loss criterion the evidence weighs in favor of the experimental group of students.[*]

Inquiry was made into which group gained the greatest number of percentage points (or lost the fewest points) between pre and post testings for each area included in the tests. Chi square tests of significance were conducted to see if statistically significant differences existed between the two groups. For 7-8 grade students the experimental groups showed superiority in most points gained or fewest lost between pre and post testings in all eleven of the areas. Refer to Table 1. Chi square tests at the .10 level of probability were conducted. Chi Square equaled 22.0, a significant difference in favor of the experimental group. ($P < .01$).

CONCLUSION

Some evidence of the effectiveness of a treatment of providing feedback to teachers about the pretest performance of their students was shown in the current study. On most comparisons between students in experimental and control groups the former group performed at a higher level than the latter. These findings are somewhat at odds with those of most similar studies conducted in recent years. Reasons as to what may have occurred which caused the favorable results are not clear. In last year's report it was mentioned that mere information about performance, i.e. test feedback, may not be sufficient to effect change. In this year's project an effort was made to provide more assistance to teachers so that they could alter their instruction and emphasize areas of deficiency. Possibly such an event was effective in the Alexandria schools where students of teachers in the experimental group did better than students in the control group.

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[*] Two categories of student decline from the pre-test to the post-test should be noted. The subtest areas, Recognizing Famous Leaders and Recognizing Political Symbols may not have been equally difficult from the pre test and post test. However student performance on these areas was disappointing since the specific individuals and symbols included on the posttest were selected by the experimental teachers in an inservice workshop held after the pre-test was given.

On the opposite side of the ledger the relatively low performance of students in both control and experimental groups is not encouraging. If the purpose of the test is to measure competence and if we are to assume that students should attain a relatively high level of performance on the skills and knowledge areas measured by this test of American History the findings are downright pessimistic. The achievement level of 80%, accepted by many educators as satisfactory evidence of program success, was not attained by students in any subtest area in either control or experimental group. In fact the overall test performance (55% for experimentals; 48% for controls) did not even fall into the marginal range of acceptability (60-80%). Such findings provide us with little about which to be excited.

In conclusion it is our suggestion that the school system scrutinize carefully its goals in relation to American History. It is possible that the outcomes they seek for their students may not be compatible with those measured by this test or that emphasis in developing the knowledge and skills tested is not provided. Regardless, a program review seems warranted.

Appendix 1

Social Studies Tests, Instructions, and Answer Keys

Instructions for Completing the
Answer Sheet and Taking the Test

USE A "NUMBER 2" PENCIL

Answer Sheet Instructions

1. On the top line fill in the student name.

2. On the second line, show course name and level such as:

   U.S. History, Grade 7

   On the second line where index no. is shown, write in the last name of the teacher of the class such as:

   Jones
   Index No.

   On the second line fill in the date the test is taken.

3. Under the heading, Group No., fill in 1 for experimental group or 2 for control group.

Test Taking Instructions

1. Have the students examine the sample shown in the upper right-hand corner.

2. The test is designed for a normal class period. It is not expected that more time should be needed.

3. Ask students not to mark on either the test or the answer sheet except when answering questions.

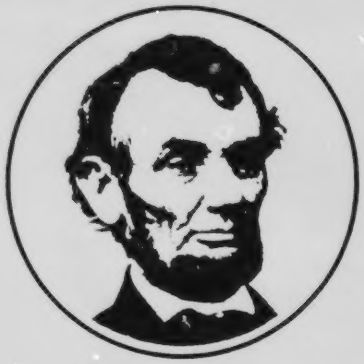
Experimental teachers keep the tests. Control teachers are to return all tests to the social studies supervisor.

AMERICAN HISTORY PRE-TEST
Fall, 1977

Part I. Recognizing Famous Leaders

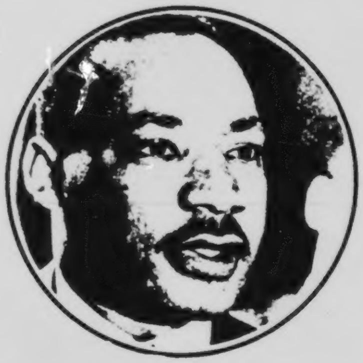
Shown below are three well known leaders from the past. Match the number by the name of the leader with the right picture.

1.



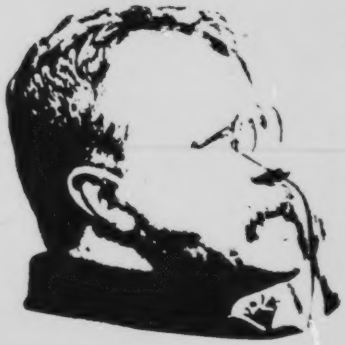
1. George Washington
2. Ben Franklin
3. Abraham Lincoln
4. Robert E. Lee

2.



1. Booker T. Washington
2. Martin Luther King
3. Andrew Young
4. George Washington Carver

3.

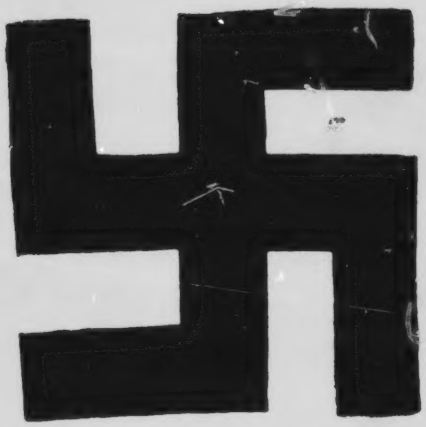


1. Woodrow Wilson
2. Teddy Roosevelt
3. John F. Kennedy
4. Charles Lindbergh

Part II. Recognizing Political Symbols

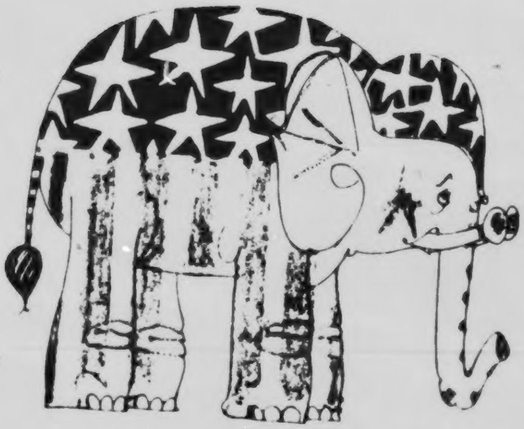
Shown below are two well known political symbols. Match the the number by the symbol meaning with the symbol.

4.



1. Red China
2. Nazi Germany
3. French Foreign Legion
4. Vietcong

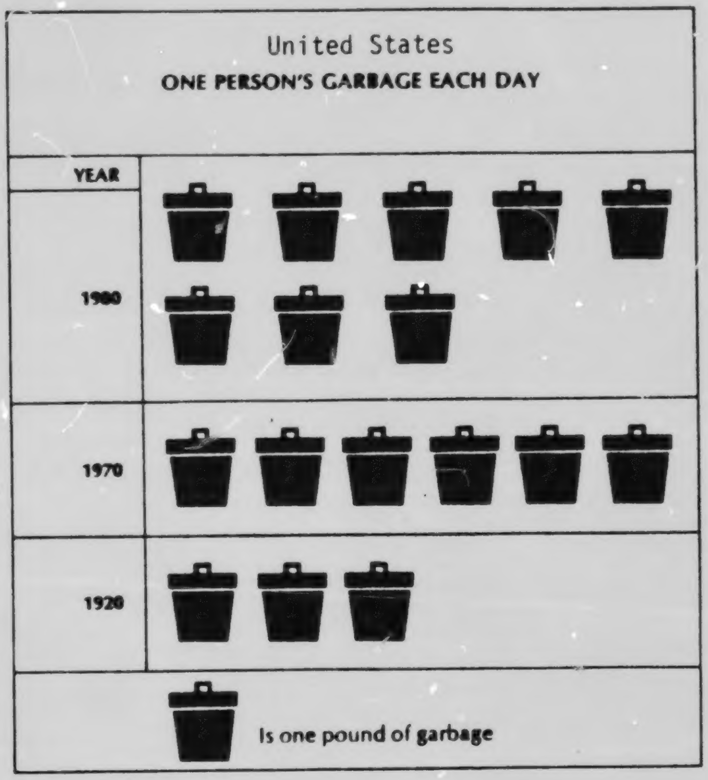
5.



1. India
2. Republican Party
3. Democratic Party
4. League of Nations

Part III. Reading Graphs

Using the graph shown below, answer the questions shown below.



6. In the year 1920, each person in the United States produced how many pounds of garbage a day?

    1. 3 pounds
    2. 6 pounds
    3. 8 pounds
    4. not shown

7. Based on the graph, you might conclude:

    1. Americans are becoming less wasteful.
    2. Americans are becoming more wasteful.
    3. The amount of garbage Americans throw away each day is about the same now as in the past.

8. Based on trends for the future shown in the graph, a major problem in the United States will some day be:

    1. finding places to dump garbage.
    2. finding metal for garbage cans.
    3. noise pollution from garbage trucks.
    4. finding people to work as garbage collectors.

Part IV. Identifying Time Relationships

There are four items, persons, or events given for each question. Mark the number for the item that happened first in time of the four listed. For example:

1. son	3. great grandfather
2. father	4. grandfather

The answer would be 3., great grandfather since he was the first of the four in time.

---

9. Which occurred first?

1. the signing of the Declaration of Independence
2. California Gold Rush
3. freeing of the slaves
4. the settling of Jamestown, Virginia

---

10. Who was President first?

1. Abraham Lincoln
2. Andrew Jackson
3. Thomas Jefferson
4. Grover Cleveland

---

11. Listed below are four famous American slogans. A slogan is a catchy saying used to build public support. Which was used first?

1. "Remember the Alamo"
2. "Give Me Liberty or Give Me Death"
3. "Remember the Maine"
4. "Ask not what your country can do for you; ask what you can do for your country."

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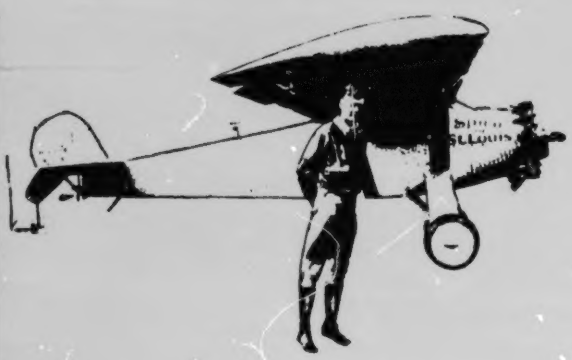
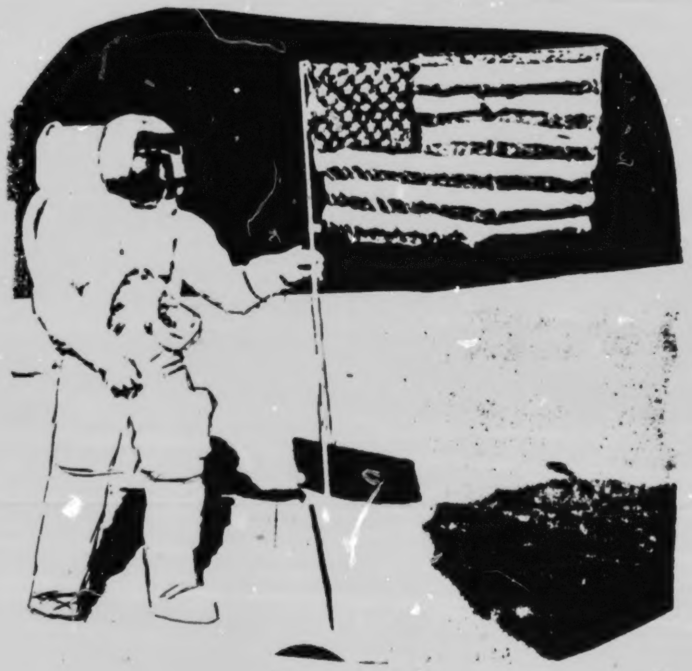
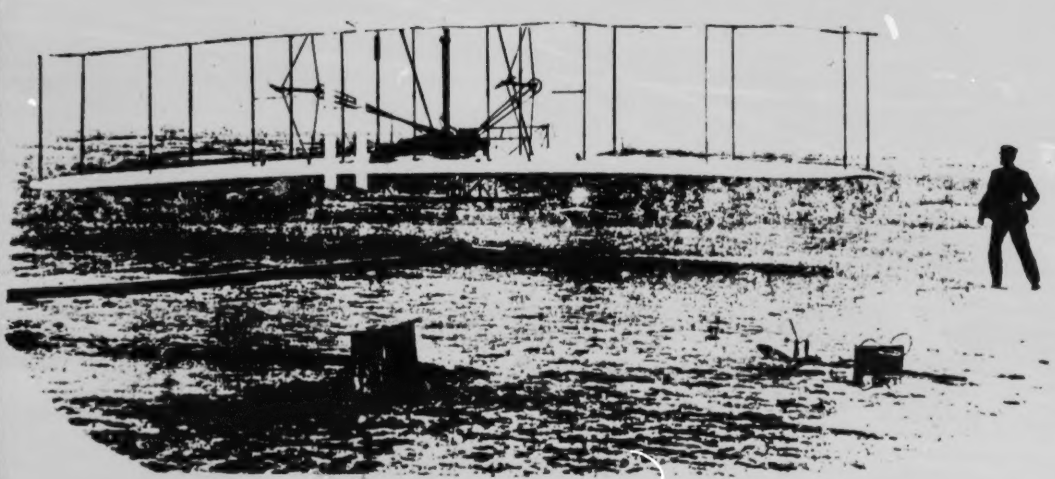
12. Shown below are three pictures representing three types of travel at different stages of history. Which took place first?



(1)



(2)



(3)

Questions 13-16 are about three different communities at different points in United States history. You are to answer the questions below based on the descriptions of the communities.

A. The community is made up of thousands of families, most of who recently came to the United States by boat from Italy. It is really a part of a larger city. The people live in crowded tenements and many still speak only Italian and work at low paying jobs in factories.

B. The community is small and consists of a few families who live in sod huts located near the railroad. The flatland surrounding the area is good for growing wheat and the most of the people are farmers.

C. The community is located near the river where the canoe and raft are the main forms of transportation. The threat of Indian attacks is still a problem and although the soil is rich, clearing the thick forests is difficult work. The people live in log cabins.

13. Which of the three communities probably appeared the earliest in the United States?
    1. A
    2. B
    3. C

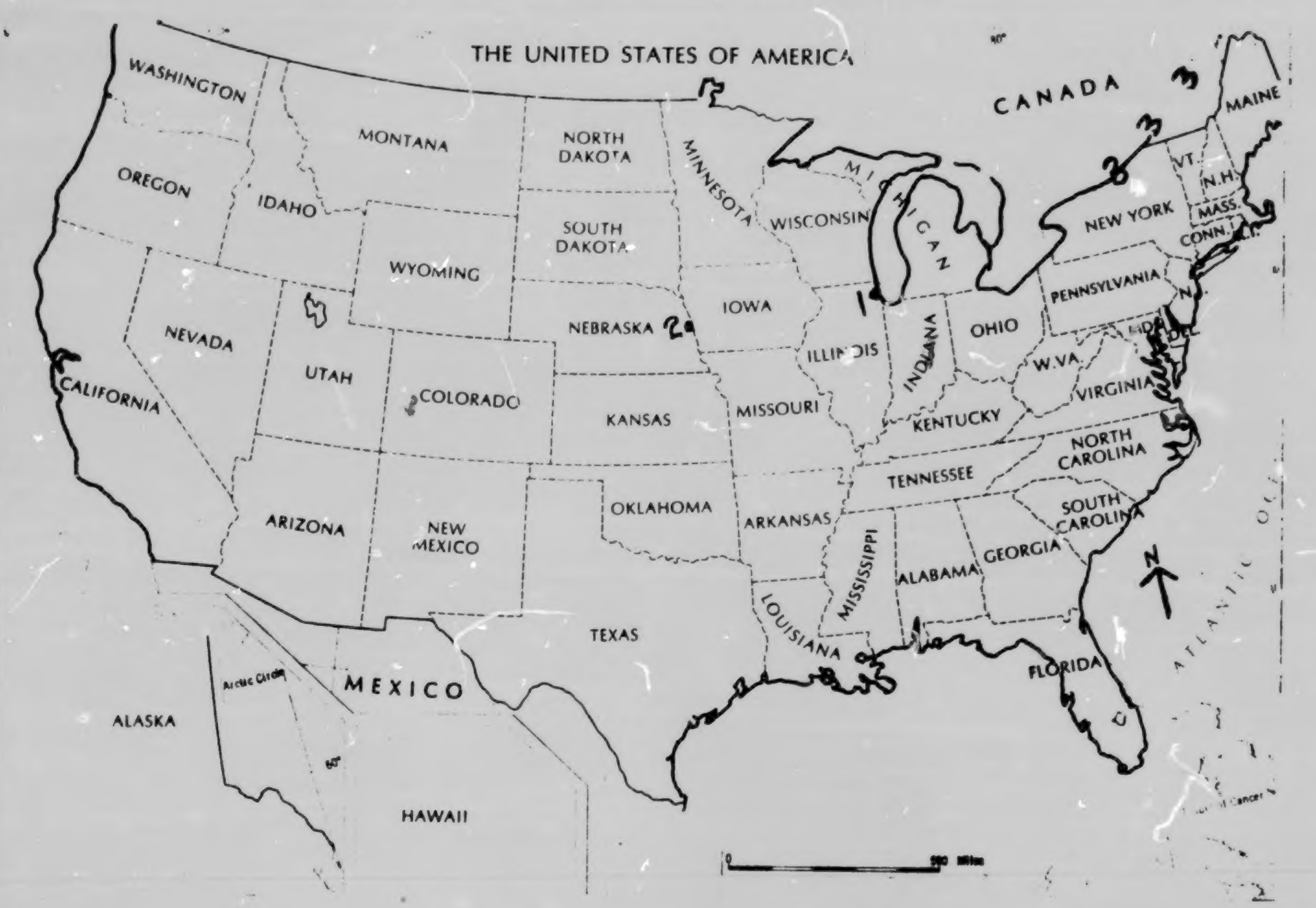
14. Which of the three communities would come closest to being the same today in the United States as it was described above?
    1. A
    2. B
    3. C

15. Community A would most likely have been found in what part of the United States?
    1. the Northeast
    2. the Southeast
    3. the Midwest
    4. the Southwest

16. Community B would most likely have been found in what part of the United States?
    1. the Northeast
    2. the Southeast
    3. the Midwest
    4. the Southwest

Part V. Reading Maps and U.S. Geography

Using the map below answer the questions 17-21.



17. Maine is located in what part of the United States?
    1. the Northeast 3. the Southwest
    2. the Southeast 4. the Northwest

18. A person going from Kansas to Oregon would travel in what direction?
    1. Northeast 3. Southwest
    2. Southeast 4. Northwest

19. The distance from point one, Chicago, Illinois to point two, Omaha, Nebraska is roughly how far?
    1. 225 miles 3. 475 miles
    2. 325 miles 4. 875 miles

20. What is the body of water bordering the south of Louisiana?
    1. Caribbean Sea 3. Persian Gulf
    2. Ohio River 4. Bay of Fundy

21. The river separating Canada and the United States, item 3, that serves as a major trade route is what river?
    1. Rio Grande River 3. the Erie Canal
    2. St. Lawrence River 4. Columbia River

Part V. Interpreting Written Sources

Examine the two accounts of the Battle of Lexington shown below. Answer the questions below based on the accounts.

Who Fired That Shot?

One of the more interesting questions about the American Revolution is who fired the first shot at the battle of Lexington. The following are two accounts of what actually happened on that historic day, April 19, 1775, on Lexington green. One account is from a newspaper published in Salem, Massachusetts. A second account is from a London, England newspaper. Both were written soon after the battle.

Version I.

At Lexington. . .a company of (American) militia. . . gathered near the meeting house. The (British) troops came in sight of them just before sunrise; and running within a few rods of them, the Commanding Officer (Pitcairn) spoke to the militia in words to this effect: "Go home, you rebels--damn you, throw down your arms and go home;" upon which the troops (cheered), and immediately one or two British officers discharged their pistols, which were instantaneously followed by firing by four or five of the soldiers, and then there seemed to be a general discharge from the whole body. Eight American men were killed and nine wounded. . .

Version II.

. . .Six companies of (British) light infantry. . .at Lexington found a body of the country people under arms, on a green close to the road. And when the King's troops marching up to them, to find out the reason of their being so assembled, they went off in great confusion. And several guns were fired upon the King's troops from behind a stone wall, and also from the meeting house and other horses. One man was wounded, and Major Pitcairn's horse was shot in two places. As a result of this attack by the American rebels, the British troops returned the fire and killed several of them . . .

---

22. Version I was probably found in which newspaper?
    1. the London newspaper
    2. the Salem newspaper

23. Based on the two accounts, the reader could reasonably conclude:
    1. the Americans started the battle.
    2. the British started the battle.
    3. it is not clear at all which side started the battle

24. The best way to read how the battle really started would be to:
    1. read the diaries of soldiers of the battle.
    2. talk to the great-great-great grandchildren of the soldiers.
    3. see a play about the battle.
    4. read an account in an American history textbook.

25. Based on the two versions you have read, what can you reasonably conclude about what you read in newspapers today?

    1. American newspapers are more fair than British newspapers.
    2. British newspapers are more fair than American newspapers.
    3. Newspapers tend to present a view favoring their own country when in a disagreement with another country.
    4. Newspapers are equally fair to all sides in reporting the news.

Part VII. Colonial America to 1800

26. Which statement best represents the goals of the Bill of Rights?

    1. laws should not be changed
    2. desire for wealth
    3. government control of all life
    4. respect for the individual

27. The basic law of our country is found in the document known as:

    1. the Sixteen Points.
    2. the U. S. Constitution.
    3. the Declaration of Independence.
    4. the United Nations Charter.

28. The two main powers wanting control of the colonies, particularly in the North were England and what nation?

    1. Germany
    2. France
    3. Russia
    4. Portugal

29. A key issue leading to the American Revolution was the disagreement between the Americans and the British over?

    1. Indian policy.
    2. taxing power.
    3. slavery.
    4. individual voting rights.

30. An important feature of the U. S. Constitution is the system in which Congress, the President, and the Supreme Court have controls over each other. This important principle is known as:

    1. checks and balances.
    2. judicial review.
    3. impeachment.
    4. the elastic clause.

Part VIII. 1800 to 1861

31. The major geographic problem for settlers traveling to the west coast was:

    1. the Rocky Mountains.
    2. the Great Plains.
    3. the Mississippi River.
    4. Death Valley.

32. The election of Andrew Jackson as President represented:

    1. more say for the common man.
    2. a weaker Presidency.
    3. a more warlike policy for the United States.
    4. control of American politics by New England.

33. The growth of the United States in land area from the first settlements to the Civil War could be described as:

    1. almost none.
    2. slight.
    3. some.
    4. great.

34. Several new states were formed in the period before the Civil War in 1861. The issue that divided much of the country concerning these new states centered around what problem?

    1. slavery
    2. voting rights for women
    3. Indian reservations
    4. trade laws

35. Several forms of transportation became quite popular in the early 1800'rds and did much to help the growth of the United States. Which of the following was NOT an important form of transportation in the fifty years before the Civil War in 1861?

    1. canals
    2. electric street cars
    3. railroads
    4. steam boats

Part IX. 1861-1900

36. Slavery was ended in the United States as a result of the:

    1. Mexican War.
    2. Civil War.
    3. Spanish American War.
    4. War of 1812.

37. The time following the Civil War in the South was known as:

    1. Reconstruction.
    2. New Nationalism.
    3. The New Deal.
    4. Era of the Common Man.

38. With the growth of industry in the late 1800'rds, many problems also appeared. One of the worst was?

    1. bad working conditions in factories.
    2. a shortage of raw materials.
    3. lack of voting rights for women.
    4. a shortage of workers.

39. The rise of the factory system after the Civil War caused:

    1. a decline of governmental power.
    2. a growth of family size.
    3. workers to be happier with their lives.
    4. the growth of cities.

40. An important result of the Spanish-American War was that the United States:

    1. gained overseas territory.
    2. became a major trade center.
    3. became the world's leading naval power.
    4. became more interested in European politics.

Part X. 1900-1932

41. Most of the immigrants from Europe entering the United States in the early 1900'rds came from Eastern and Southern Europe. The bulk of these immigrants settled in:

    1. large cities in the Northeast.
    2. the farm areas of the Midwest.
    3. the deep South, both on farms and in cities.
    4. the cities of the Pacific coast.

42. In 1904, United States under the leadership of President Roosevelt gained control of a territory greatly helping them in shipping. This territory was located in?

    1. Shanghai.
    2. Panama.
    3. Mexico.
    4. Tripoli.

43. The reform movement of the early 1900'rds is often called:

    1. the New Deal.
    2. Era of Hope.
    3. the Progressive Era.
    4. the New Nationalism.

44. The United States fought against Germany in World War I for all of the following reasons EXCEPT:

    1. German submarine welfare.
    2. historic ties with Great Britain.
    3. sinking of the Lusitania.
    4. British blockade of German ports.

45. The American President during World War I who led the fight for the League of Nations was?

    1. Teddy Roosevelt
    2. William Howard Taft
    3. Woodrow Wilson
    4. Warren G. Harding

46. Mass production contributed greatly to a higher standard of living for Americans in the Twentieth Century. What single invention had the most effect on American life?

    1. the automobile
    2. the airplane
    3. the radio
    4. the telephone

Part XI. 1932-1970

47. The main change resulting from the New Deal policies of the 1930's was:

    1. the government assumed more responsibility for the welfare of the individual citizen.
    2. lower taxes.
    3. the decline of the American city.
    4. more rights for minority groups.

48. The President of the United States through the New Deal years and most of World War II was?

1. Franklin D. Roosevelt.
2. Harry S. Truman.
3. Herbert Hoover.
4. John F. Kennedy.

49. World War II began for the United States when what country launched an attack on Pearl Harbor, December 7, 1941.

1. Germany
2. Italy
3. Japan
4. Russia

50. A new era of warfare began near the end of World War II as the result of the American use of?

1. jet fighting planes.
2. tanks.
3. the atomic bomb.
4. flame throwers.

51. The period immediately after World War II is sometimes referred to in describing Russian-United States relations as?

1. the Iron Curtain.
2. the Cold War.
3. X-Y-Z Deadlock.
4. the Double Entente.

52. An important outcome of the 1960's was:

1. increased civil rights for minority groups.
2. the ending of the war in Korea.
3. Watergate and the resignation of President Nixon.
4. the improvement of life in the cities.

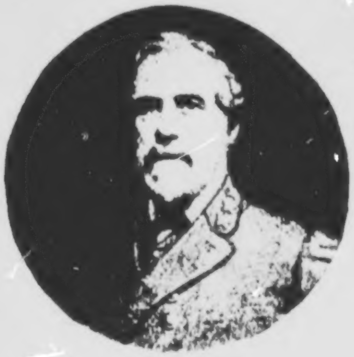
AMERICAN HISTORY POST-TEST

Spring 1978

Part I. Recognizing Famous Leaders

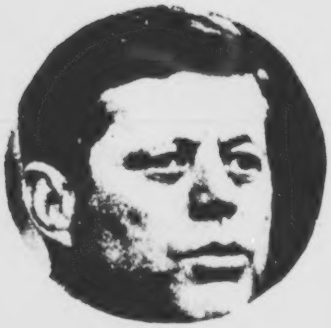
Shown below are three well known leaders from the past. Match the number by the name of the leader with the right picture.

1.



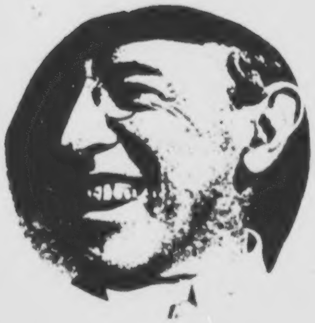
1. Grover Cleveland
2. Ulysses S. Grant
3. Abraham Lincoln
4. Robert E. Lee

2.



1. Franklin D. Roosevelt
2. J. Edgar Hoover
3. Dwight D. Eisenhower
4. John F. Kennedy

3.

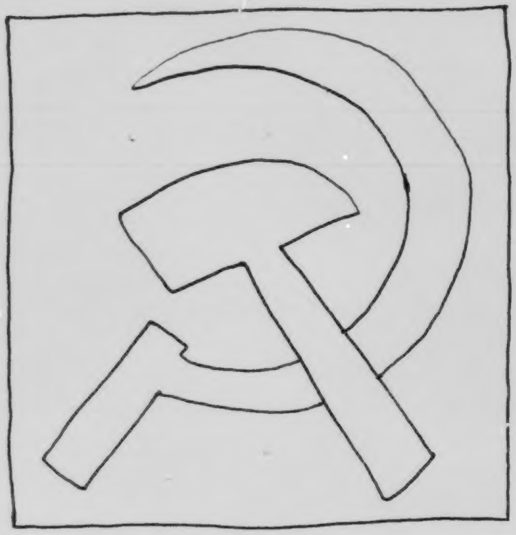


1. Woodrow Wilson
2. Teddy Roosevelt
3. Harry S. Truman
4. Charles Lindbergh

Part II. Recognizing Political Symbols

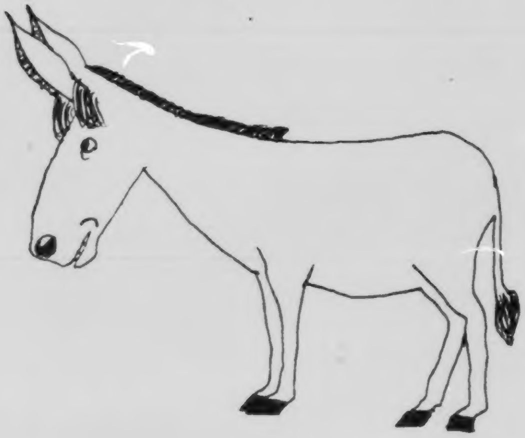
Shown below are two well known political symbols. Match the number by the symbol meaning with the symbol.

4.



1. Communist Russia
2. Nazi Germany
3. farmer's alliance
4. labor unions

5.

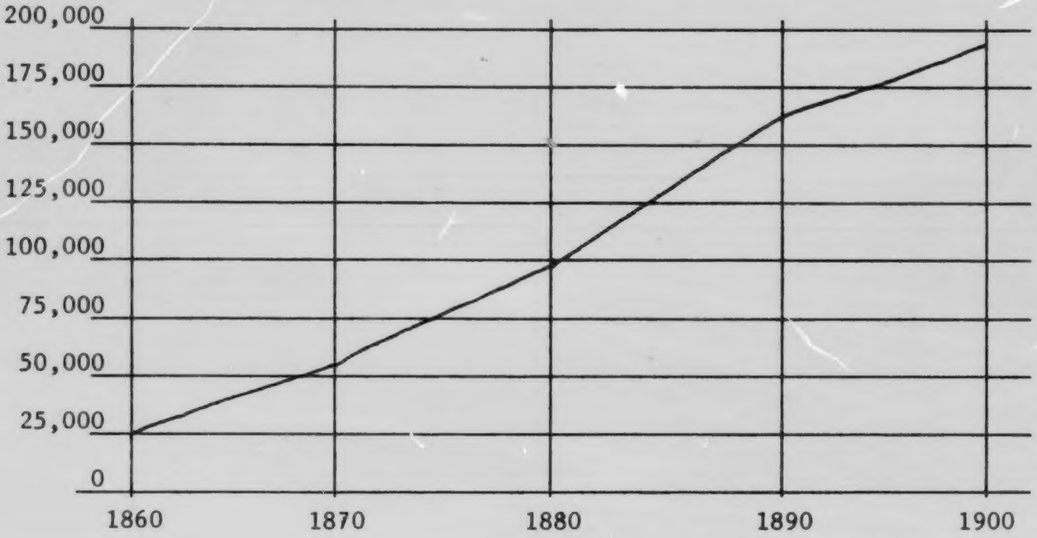


1. War on Poverty
2. Republican Party
3. Democratic Party
4. League of Nations

Part III Reading Graphs

Using the graph shown below, answer the questions shown below.

Railroad Mileage in the United States



6. By the year 1900, how many miles of railroads would you find in the United States?

   1. 50,000
   2. 90,000
   3. 160,000
   4. 190,000

7. Based on the graph, you might conclude which of the following increased?

   1. travel
   2. farm production
   3. military activities

8. Based on the graph, which of the following probably increased most rapidly from 1860 to 1900?

   1. cattle production
   2. wheat production
   3. steel production
   4. clothing production

Part IV. Identifying Time Relationships

There are four items, persons, or events given for each question. Mark the number for the item that happened first in time of the four listed. For example:

1. son
2. father
3. great grandfather
4. grandfather

The answer would be 3., great grandfather since he was the first of the four in time.

9. Which occurred first?

    1. the invention of the airplane
    2. the creation of the League of Nations
    3. the rise of the Klu Klux Klan
    4. the Battle of the Alamo

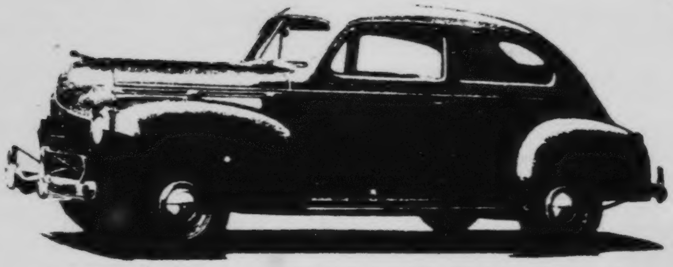
10. Who was President first?

    1. Woodrow Wilson
    2. Theodore Roosevelt
    3. Franklin D. Roosevelt
    4. Herbert Hoover

11. Listed below are four famous American slogans. A slogan is a catchy saying used to build public support. Which was used first?

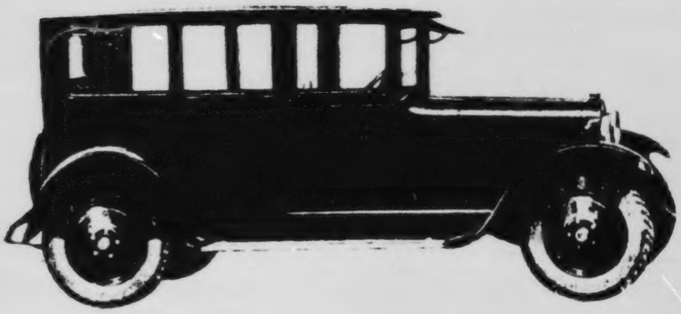
    1. "Remember Pearl Harbor"
    2. "We Shall Overcome"
    3. "Remember the Lusitania
    4. "Remember the Maine"

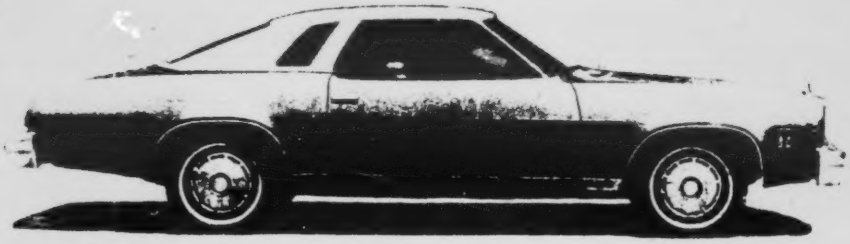
12. Shown below are three pictures representing three types of travel at different stages of history. Which took place first?



(1)

(2)





(3)

Questions 13-16 are about three persons or groups of persons living at different times in United States history. You are to answer the questions below based on the statements.

(A) We began to ask about jobs and were promptly informed that there was plenty of work at "pick and shovel." We were also given to understand by our fellow-boarders that "pick and shovel" was the only work for Italians. Now these were the first two English words I had heard and they possessed great charm. Moreover, if I were to earn money to return home and this was the only work for Italians, they were weighty words for me, and I must master them as soon and as well as possible and then set out to find their hidden meaning. I practiced for a day or two until I could say "peek" and "shuvle" to perfection.

(B) I was born a slave on a plantation. I am not quite sure of the exact place or exact date of my birth, . . . My life had its beginning in the midst of the most miserable, desolate, and discouraging surroundings. This was so, however, not because my owners were especially cruel, for they were not, as compared with many others. I was born in a typical log cabin, about fourteen by sixteen feet square. There was no wooden floor in our cabin, the naked earth being used as a floor. In the centre of the earthen floor there was a large, deep opening covered with boards, which was used as a place in which to store sweet potatoes during the winter.

(C) We finally arrived after a long and terrible sea voyage. The climate was much colder than we expected. Friendly Indians helped us or we would have not survived the winter. To be able to worship as we please made all the hardships of this new land worthwhile.

13. Which of the three persons or groups probably came first?

    1. A
    2. B
    3. C

14. Which of the three persons or groups probably came last?

    1. A
    2. B
    3. C

15. Group C probably was in what area?

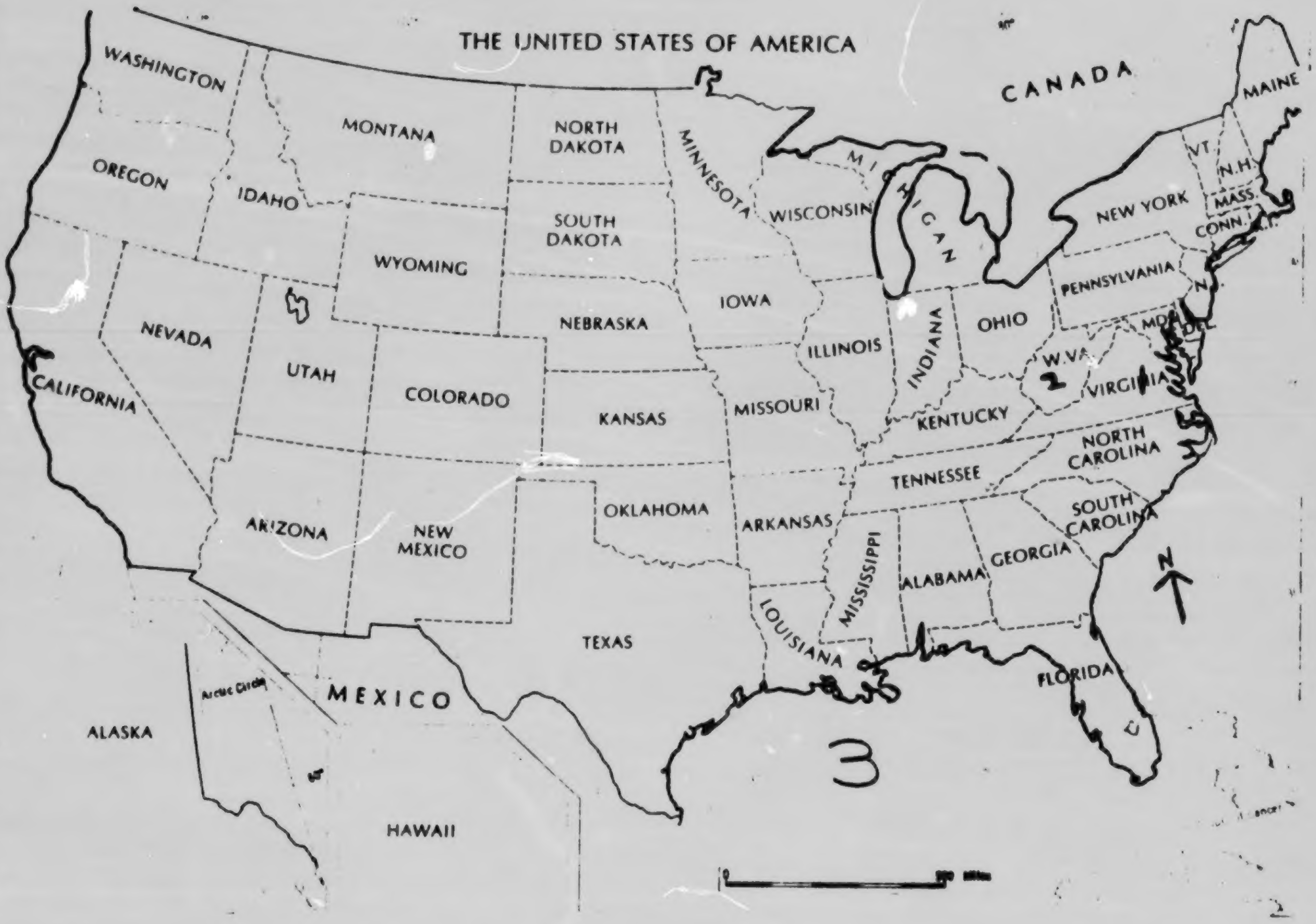
    1. Northeastern United States
    2. Southeastern United States
    3. Southwestern United States
    4. Midwestern United States

16. The person in statement B probably lived in what area?

    1. Northeastern United States
    2. Southeastern United States
    3. Southwestern United States
    4. Midwestern United States

Part V. Reading Maps and U.S. Geography

Using the map below answer the questions 17-20.



17. Florida is located in what part of the United States?
    1. the Northeast   3. the Southwest
    2. the Southeast   4. the Northwest

18. A person going from Texas to Virginia would travel in what direction?
    1. Northeast   3. Southwest
    2. Southeast   4. Northwest

19. The distance from point one, Richmond, Virginia to point two, Charleston, West Virginia is roughly how far?
    1. 125 miles   3. 375 miles
    2. 250 miles   4. 475 miles

20. What is the body of water, number 3, south of Louisiana?
    1. Caribbean Sea   3. Gulf of Mexico
    2. Atlantic Ocean   4. Mississippi River

Part V Interpreting Written Sources

Examine below the two accounts of an antiwar demonstration held at the Pentagon Building in 1967. Version I is from the London Times and Version II is from Time magazine.

Version I. The vast defense Department building, the Pentagon, which stands on 583 acres of lawn and car parks, was penetrated briefly yesterday by a few dozen youngsters. United States marshals, with clubs swinging, quickly turned their attack into a retreat.

Version II. Against that physically and functionally immovable object last week surged a self-proclaimed irresistible force of 35,000 ranting, chanting protesters who are absolutely opposed to the U.S. war in Vietnam. By the time the demonstration had ended, more than 425 irresistibles had been arrested, 13 more had been injured, and the Pentagon had remained immobile.

21. The author of Version II probably·

    1. liked demonstrations against the war in Vietnam
    2. disliked demonstrations against the war

22. Based on the two accounts, the reader could conclude·

    1. a sizeable struggle took place at the Pentagon
    2. very little struggle took place at the Pentagon
    3. it is not clear how much of a struggle took place at the Pentagon

23. The best way to find out what really happened at the Pentagon demonstration would be to:

    1. read about the demonstration in a Russian newspaper
    2. interview people from both sides of the dispute who were actually there
    3. see a play about the demonstration
    4. read about the demonstration in a United States history textbook

24. Based on the two versions you read, what can you reasonably conclude about what you read in news publications?

    1. News publications are not consistent in their reporting of the same event
    2. Generally you can accept what you read in news publications as being accurate
    3. The viewpoint of a country's government has no influence on news publications
    4. News publications are fair in their treatment of all sides of a dispute

Part VII Colonial America to 1800

25. Individual protection for citizens of the United States is based on:

    1. the United Nations Charter
    2. the Reform Act of 1832
    3. the Bill of Rights
    4. the Emancipation Proclamation

26. The framework of our government is based on:

    1. common law
    2. the Magna Carta
    3. the Declaration of the Rights of Man
    4. the Constitution of the United States

27. By 1800 a rapidly developing route of travel was the:

    1. Northwest Passage
    2. Ohio and Mississippi Rivers
    3. Oregon Trail
    4. Union Pacific Railroad

28. A big weakness of the Articles of Confederation was:

    1. the states were too weak compared with Congress
    2. there was no single executive or head to carry out the laws under the Articles
    3. the Congress could not make war and peace
    4. it provided for too many meetings of Congress

29. A system of government created by the U.S. Constitution in which a central government divides and shares power with the states is known as a:

1. parlimentary system
2. federal system
3. unitary system
4. democratic system

Part VIII 1800 to 1861

30. The United States gained a huge area of land from the Louisiana Purchase. This land was bought from:

1. England
2. Spain
3. France
4. Germany

31. The election of what President began the "spoils" system and opened up the charge of "mob rule"?

1. Thomas Jefferson
2. John Adams
3. James Madison
4. Andrew Jackson

32. The underground railroad was a means of helping slaves escape. A famous worker in this effort was:

1. Harriet Tubman
2. Coretta King
3. Dorothea Dix
4. Jane Addams

33. An important product of the South that helped continue slavery was:

1. steel
2. wheat
3. cotton
4. lumber

34. The most important cause of the War of 1812 was:

1. British interference with American rights to the sea
2. British tax policy
3. American desire to help the French
4. British invasion of American territory

Part IX 1861 - 1900

35. Which of the following freed the slaves in the Confederate states:
    1. Declaration of Independence
    2. Bill of Rights
    3. Declaration of Rights of Man
    4. Emancipation Proclamation

36. A struggle resulted after the Civil War over how to treat the South. This resulted in an attempt to remove President Johnson from office in a process known as:
    1. amnesty
    2. recall
    3. impeachment
    4. dissolution

37. The period after the Civil War found a sharp growth of:
    1. giant industries
    2. more rights for the working man
    3. government control of business
    4. interest in saving natural resources

38. The inventor who did more than anyone else to find uses for electricity was:
    1. Alexander Graham Bell
    2. Samuel F. B. Morse
    3. Colonel E. L. Drake
    4. Thomas A. Edison

39. Many nations including the United States became interested in acquiring land outside its boundaries. This policy is known as:
    1. nationalism
    2. imperialism
    3. populism
    4. pluralism

Part X 1900 - 1932

40. Many people calling for reforms in society spoke out in the early 1900s. Most of these concerns dealt with the life:
    1. of the poor in factories and cities
    2. on the farm
    3. of poor people in other countries
    4. of sailors at sea

41. A new area of interest and concern particularly pushed by President Theodore Roosevelt was that of:

   1. tax policies
   2. increasing world trade
   3. conservation of natural resources
   4. better relations with Latin America

42. An important outcome of World War I was the setting up of an organization to help keep world peace. This organization was called:

   1. The League of Nations
   2. the Fourteen Points
   3. the United Nations
   4. the North Atlantic Treaty Organization

43. America's greatest hero as a result of his being the first flier to fly the Atlantic Ocean alone was:

   1. John Glenn
   2. Charles A. Lindbergh
   3. Neil Armstrong
   4. Eddie Rickenbacker

44. A new way of operating factories resulted in more goods at a lower price for all Americans. This process is known as:

   1. barter
   2. checks and balances
   3. dollar diplomacy
   4. mass production

45. A group opposing Jews, Catholics, foreigners and blacks became quite large and powerful in the United States by the 1920s. This group was the:

   1. Knights of the White Cross
   2. Heroes of the Confederacy
   3. Klu Klux Klan
   4. Nazi Party

Part XI 1932 - 1970

46. The period of the 1930s under the Presidency of Franklin D. Roosevelt was known as the:

   1. Fair Deal
   2. Square Deal
   3. New Deal
   4. Progressive Era

47. The economy of the 1930s under the Presidency of Franklin D. Roosevelt could be described as a period of:

    1. prosperity
    2. depression
    3. stagflation
    4. inflation

48. The leader of Nazi Germany during World War II was:

    1. Joseph Goebbels
    2. Konrad Adenauer
    3. Willy Brandt
    4. Adolph Hitler

49. A main ally of the United States in World War II was:

    1. Russia
    2. Japan
    3. Sweden
    4. Turkey

50. The Marshall Plan under the leadership of President Truman was created in 1947. This Plan helped to:

    1. rebuild the industry and cities of western Europe
    2. to rebuild the armies of western Europe
    3. bring Asian countries under American influence
    4. improve U.S.-Latin American relations

51. A historic breakthrough in Civil Rights was made by the 1954 Supreme Court decision in the case:

    1. Baker v. Carr
    2. Plessy v. Ferguson
    3. Marbury v. Madison
    4. Brown v. the Board of Education of Topeka

AMERICAN HISTORY PRE-TEST GRADE 7 FALL, 1977

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V P I & S U

LEARNING RESOURCES CENTER

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WRONG 2 ① ✗ ③ ④ ⑤
WRONG 3 ① ② ③ ④ ⑤
RIGHT 4 ① ● ③ ④ ⑤

1. IN THE BOXES BELOW, WRITE YOUR ID NUMBER THEN BLACKEN THE CORRESPONDING CIRCLE

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ID NUMBER	TEST FORM	SEAT NO.	GROUP NO.	PLEDGE
⓪⓪⓪⓪⓪⓪⓪⓪⓪	Ⓐ	⓪⓪⓪	①	
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②②②②②②②②②	Ⓒ	②②②	③	
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⑥⑥⑥⑥⑥⑥⑥⑥⑥	Ⓖ	⑥⑥⑥	⑦	
⑦⑦⑦⑦⑦⑦⑦⑦⑦	Ⓗ	⑦⑦⑦	⑧	
⑧⑧⑧⑧⑧⑧⑧⑧⑧	Ⓘ	⑧⑧⑧	⑨	
⑨⑨⑨⑨⑨⑨⑨⑨⑨		⑨⑨⑨	⑩	

1 ① ② ● ④ ⑤	26 ① ② ③ ● ⑤	51 ① ● ③ ④ ⑤	76 ① ② ③ ④ ⑤
2 ① ● ③ ④ ⑤	27 ① ● ③ ④ ⑤	52 ● ② ③ ④ ⑤	77 ① ② ③ ④ ⑤
3 ① ● ③ ④ ⑤	28 ① ● ③ ④ ⑤	53 ① ② ③ ④ ⑤	78 ① ② ③ ④ ⑤
4 ① ● ③ ④ ⑤	29 ① ● ③ ④ ⑤	54 ① ② ③ ④ ⑤	79 ① ② ③ ④ ⑤
5 ① ● ③ ④ ⑤	30 ● ② ③ ④ ⑤	55 ① ② ③ ④ ⑤	80 ① ② ③ ④ ⑤
6 ● ② ③ ④ ⑤	31 ● ② ③ ④ ⑤	56 ① ② ③ ④ ⑤	81 ① ② ③ ④ ⑤
7 ① ● ③ ④ ⑤	32 ● ② ③ ④ ⑤	57 ① ② ③ ④ ⑤	82 ① ② ③ ④ ⑤
8 ● ② ③ ④ ⑤	33 ① ② ③ ● ⑤	58 ① ② ③ ④ ⑤	83 ① ② ③ ④ ⑤
9 ① ② ③ ● ⑤	34 ● ② ③ ④ ⑤	59 ① ② ③ ④ ⑤	84 ① ② ③ ④ ⑤
10 ① ② ● ④ ⑤	35 ① ● ③ ④ ⑤	60 ① ② ③ ④ ⑤	85 ① ② ③ ④ ⑤
11 ① ● ③ ④ ⑤	36 ① ● ③ ④ ⑤	61 ① ② ③ ④ ⑤	86 ① ② ③ ④ ⑤
12 ① ② ● ④ ⑤	37 ● ② ③ ④ ⑤	62 ① ② ③ ④ ⑤	87 ① ② ③ ④ ⑤
13 ① ② ● ④ ⑤	38 ● ② ③ ④ ⑤	63 ① ② ③ ④ ⑤	88 ① ② ③ ④ ⑤
14 ● ② ③ ④ ⑤	39 ① ② ③ ● ⑤	64 ① ② ③ ④ ⑤	89 ① ② ③ ④ ⑤
15 ● ② ③ ④ ⑤	40 ● ② ③ ④ ⑤	65 ① ② ③ ④ ⑤	90 ① ② ③ ④ ⑤
16 ① ② ● ④ ⑤	41 ● ② ③ ④ ⑤	66 ① ② ③ ④ ⑤	91 ① ② ③ ④ ⑤
17 ● ② ③ ④ ⑤	42 ① ● ③ ④ ⑤	67 ① ② ③ ④ ⑤	92 ① ② ③ ④ ⑤
18 ① ② ③ ● ⑤	43 ① ② ● ④ ⑤	68 ① ② ③ ④ ⑤	93 ① ② ③ ④ ⑤
19 ① ② ● ④ ⑤	44 ① ② ③ ● ⑤	69 ① ② ③ ④ ⑤	94 ① ② ③ ④ ⑤
~~20 ① ② ③ ④ ⑤~~ OMIT	45 ① ② ● ④ ⑤	70 ① ② ③ ④ ⑤	95 ① ② ③ ④ ⑤
21 ① ● ③ ④ ⑤	46 ● ② ③ ④ ⑤	71 ① ② ③ ④ ⑤	96 ① ② ③ ④ ⑤
22 ① ● ③ ④ ⑤	47 ● ② ③ ④ ⑤	72 ① ② ③ ④ ⑤	97 ① ② ③ ④ ⑤
23 ① ② ● ④ ⑤	48 ● ② ③ ④ ⑤	73 ① ② ③ ④ ⑤	98 ① ② ③ ④ ⑤
24 ● ② ③ ④ ⑤	49 ① ② ● ④ ⑤	74 ① ② ③ ④ ⑤	99 ① ② ③ ④ ⑤
25 ① ② ● ④ ⑤	50 ① ② ● ④ ⑤	75 ① ② ③ ④ ⑤	100 ① ② ③ ④ ⑤

101 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	116 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
102 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	117 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
103 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	118 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
104 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	119 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
105 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	120 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
106 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	121 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
107 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	122 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
108 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	123 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
109 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	124 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
110 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	125 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
111 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	126 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
112 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	127 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
113 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	128 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
114 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	129 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
115 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	130 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

AMERICAN HISTORY POST-TEST GRADE 7 SPRING, 1978

NCS Trans-Optic F4241-5432 PS 8267 CRS 17106

V P I & S U

LEARNING RESOURCES CENTER

NAME: LAST ______ FIRST ______ MIDDLE ______

COURSE ______ NO ______ INDEX NO ______

DATE ______ MO ______

USE NO. 2 PENCIL	
WRONG 1	① ② ③ ④ ⑤
WRONG 2	① ② ③ ④ ⑤
WRONG 3	① ② ③ ④ ⑤
RIGHT 4	① ● ③ ④ ⑤

1. IN THE BOXES BELOW, WRITE YOUR ID NUMBER AND BLACKEN THE CORRESPONDING CIRCLE

2. IF REQUESTED BY INSTRUCTOR, WRITE ... NUMBER AND GROUP NUMBER BELOW ... CORRESPONDING CIRCLE

ID NUMBER

TEST FORM

PLEDGE

DO NOT WRITE ON THE BACK OF THIS SHEET

	1	2	3	4	5
1	①	②	③	●	⑤
2	①	②	③	●	⑤
3	●	②	③	④	⑤
4	●	②	③	④	⑤
5	①	②	●	④	⑤
6	①	②	③	●	⑤
7	●	②	③	④	⑤
8	①	②	●	④	⑤
9	①	②	③	●	⑤
10	①	●	③	④	⑤
11	①	②	③	●	⑤
12	①	●	③	④	⑤
13	①	②	●	④	⑤
14	●	②	③	④	⑤
15	●	②	③	④	⑤
16	①	●	③	④	⑤
17	①	●	③	④	⑤
18	●	②	③	④	⑤
19	①	●	③	④	⑤
20	①	②	●	④	⑤
21	①	●	③	④	⑤
22	①	②	●	④	⑤
23	①	●	③	④	⑤
24	●	②	③	④	⑤
25	①	②	●	④	⑤
26	①	②	③	●	⑤
27	①	●	③	④	⑤
28	①	●	③	④	⑤
29	①	●	③	④	⑤
30	①	②	●	④	⑤
31	①	②	③	●	⑤
32	●	②	③	④	⑤
33	①	②	●	④	⑤
34	●	②	③	④	⑤
35	①	②	③	●	⑤
36	①	②	●	④	⑤
37	●	②	③	④	⑤
38	①	②	③	●	⑤
39	①	●	③	④	⑤
40	●	②	③	④	⑤
41	①	②	●	④	⑤
42	●	②	③	④	⑤
43	①	●	③	④	⑤
44	①	②	③	●	⑤
45	①	②	●	④	⑤
46	①	②	●	④	⑤
47	①	●	③	④	⑤
48	①	②	③	●	⑤
49	●	②	③	④	⑤
50	●	②	③	④	⑤
51	①	②	③	●	⑤

Appendix 2

Pre Test Results

COLLEGE OF EDUCATION
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Blacksburg, Virginia 24061
DIVISION OF CURRICULUM AND INSTRUCTION

January 30, 1978

MEMORANDUM

TO: Alexandria Schools, Jack Henes, Director

FROM: Dr. Dan B. Fleming and Dr. Larry J. Weber

SUBJECT: American History Pretest Results/Social Studies Pilot Project

The attached report summarizes performance of students in the Alexandria School System on the American History pretest administered during the fall, 1977 term. The American History Test is considered a criterion referenced (CR) test. CR tests are mastery oriented, which means that the performance level of students is compared to a pre set criterion level, and not to the performance of norm groups.

For CR tests, a mastery level frequently is established in the 60-80% range. In any area where the performance level is 80% or above students in your system are performing at a satisfactory level; in areas where performance ranges from 60-79%, performance is marginal; in areas where performance is below 60%, performance is unsatisfactory. The enclosed materials show the summary results of students in Alexandria Schools.

/tls

Enclosure

Table 1
Summary Performance
of
Alexandria Schools Students (Experimental)
on
Subtests of the American History Pretest

Grade Level 7-8

Satisfactory (above 80%):

Subtest I - Recognizing Famous Leaders

Marginal (60-79%):

Subtest III - Reading Graphs
Subtest IV - Identifying Time Relationships

Unsatisfactory (below 60%):

Subtest II - Recognizing Political Symbols
Subtest V - Reading Maps and U.S. Geography
Subtest VI - Interpreting Written Sources
Subtest VII - Colonial America to 1800
Subtest VIII- 1800-1861
Subtest IX - 1861-1900
Subtest X - 1900-1932
Subtest XI - 1932-1970

Table 2
Summary Performance
of
Alexandria Schools Students (Control)
on
Subtest of the American History Pretest

Grade Level 7-8

Satisfactory (above 80%):

Subtest I - Recognizing Famous Leaders
Subtest III - Reading Graphs

Marginal (60-79%):

Subtest II - Recognizing Political Symbols
Subtest IV - Identifying Time Relationships

Unsatisfactory (below 60%):

Subtest V - Reading Maps and U.S. Geography
Subtest VI - Interpreting Written Sources
Subtest VII - Colonial America to 1800
Subtest VIII- 1800-1861
Subtest IX - 1861-1900
Subtest X - 1900-1932
Subtest XI - 1932-1970

Alexandria Schools

PRE TEST STATISTICS

Group: Grades 7-8 Experimental

Total Test Statistics	
Number of total students	129
Mean score	23.62
SD	6.95
Reliability	.80

Subtest Achievement Levels

Subtest I - Recognizing Famous Leaders

Items	% Achievement Level
1	97
2	98
3	67
Total 1-3	87

Subtest II - Recognizing Political Symbols

4	78
5	34
Total 4-5	56

Subtest III - Reading Graphs

6	91
7	73
8	68
Total 6-8	77

Subtest IV - Identifying Time Relationships

Items	% Achievement Level
9	46
10	47
11	65
12	88
13	53
14	65
Total 9-14	61

Subtest V - Reading Maps and U.S. Geography

15	35
16	33
17	69
18	50
19	59
20	Omit
21	22
Total 15-21	45

Subtest VI - Interpreting Written Sources

22	44
23	57
24	33
25	43
Total 22-25	44

Subtest VII - Colonial America to 1800

26	50
27	39
28	37
29	52
30	10
Total 26-30	38

Subtest VIII - 1800-1861

31	33
32	31
33	35
34	38
35	45
Total 31-35	36

Subtest IX - 1861-1900

36	64
37	23
38	29
39	43
40	21
Total 36-40	36

Subtest X - 1900-1932

Items	% Achievement Level
41	22
42	37
43	26
44	20
45	26
46	46
Total 41-46	30

Subtest IX - 1932-1970

47	26
48	29
49	50
50	50
51	33
52	32
Total 47-52	37

Alexandria Schools

PRE TEST STATISTICS

Group: Grades 7-8 Control

Total Test Statistics	
Number of total students	179
Mean Score	27.76
SD	8.43
Reliability	.87

Subtest Achievement Levels

Subtest I - Recognizing Famous Leaders

Items	% Achievement Level
1	97
2	93
3	72
Total 1-3	87

Subtest II - Recognizing Political Symbols

4	81
5	51
Total 4-5	66

Subtest III - Reading Graphs

6	92
7	74
8	76
Total 6-8	81

Subtest IV - Identifying Time Relationships

Items	% Achievement Level
9	61
10	50
11	79
12	90
13	69
14	77
Total 9-14	71

Subtest V - Reading Maps and U.S. Geography

15	43
16	49
17	77
18	64
19	67
20	Omit
21	35
Total 15-21	56

Subtest VI - Interpreting Written Sources

22	58
23	63
24	31
25	53
Total 22-25	51

Subtest VII - Colonial America to 1800

26	65
27	52
28	52
29	64
30	17
Total 26-30	50

Subtest VIII - 1800-1861

31	45
32	35
33	54
34	51
35	52
Total 31-35	47

Subtest IX - 1861-1900

Items	% Achievement Level
36	71
37	40
38	37
39	50
40	26
Total 36-40	45

Subtest X - 1900-1932

41	33
42	59
43	24
44	20
45	30
46	48
Total 41-46	36

Subtest XI - 1932-1970

47	29
48	37
49	60
50	56
51	31
52	37
Total 47-52	42

Appendix 3

Post Test Results

Alexandria

POST TEST STATISTICS

Group: Grades 7-8 Experimental

Total Test Statistics	
Number of total students	129
Mean Score	28.28
SD	10.57
Reliability	.92

Subtest Achievement Levels

Subtest I - Recognizing Famous Leaders

Items	% Achievement Level
1	52
2	92
3	49
Total 1-3	64

Subtest II - Recognizing Political Symbols

Items	% Achievement Level
4	46
5	43
Total 4-5	45

Subtest III - Reading Graphs

Items	% Achievement Level
6	83
7	73
8	57
Total 6-8	71

Subtest IV - Identifying Time Relationships

Items	% Achievement Level
9	53
10	39
11	33
12	89
13	71
14	73
15	47
16	57
Total 9-16	58

Subtest V - Reading Maps and U.S. Geography

17	67
18	58
19	48
20	51
Total 17-20	56

Subtest IV - Interpreting Written Sources

21	54
22	45
23	55
24	41
Total 21-24	49

Subtest VII - Colonial America to 1800

25	57
26	64
27	22
28	43
29	33
Total 25-29	44

Subtest VIII - 1800-1861

30	45
31	45
32	78
33	87
34	27
Total 30-34	56

Subtest IX - 1861-1900

Items	% Achievement Level
35	54
36	74
37	50
38	71
39	47
Total 35-39	59

Subtest X - 1900-1932

40	51
41	35
42	53
43	78
44	60
45	66
Total 40-45	57

Subtest XI - 1932-1970

46	60
47	53
48	81
49	57
50	29
51	29
Total 46-51	52

Alexandria

POST TEST STATISTICS

Group: Grades 7-8 Control

Total Test Statistics	
Number of total students	175
Mean Score	24.55
SD	16.48
Reliability	.98

Subtest Achievement Levels

Subtest I - Recognizing Famous Leaders

Items	% Achievement Level
1	31
2	71
3	35
Total 1-3	46

Subtest II - Recognizing Political Symbols

Items	% Achievement Level
4	27
5	49
Total 4-5	38

Subtest III - Reading Graphs

Items	% Achievement Level
6	65
7	66
8	53
Total 6-8	61

Subtest IV - Identifying Time Relationships

Items	% Achievement Level
9	48
10	31
11	22
12	70
13	53
14	58
15	42
16	46
Total 9-16	46

Subtest V - Reading Maps and U.S. Geography

17	55
18	49
19	49
20	48
Total 17-20	50

Subtest IV - Interpreting Written Sources

21	50
22	34
23	41
24	33
Total 21-24	40

Subtest VII - Colonial America to 1800

25	53
26	55
27	27
28	45
29	38
Total 25-29	44

Subtest VIII - 1800-1861

30	46
31	50
32	69
33	70
34	39
Total 30-34	55

Subtest IX - 1861-1900

Items	% Achievement Level
35	57
36	66
37	49
38	65
39	38
Total 35-39	55

Subtest X - 1900-1932

Items	% Achievement Level
40	58
41	23
42	49
43	60
44	55
45	57
Total 40-45	50

Subtest XI - 1932-1970

Items	% Achievement Level
46	38
47	44
48	62
49	46
50	31
51	40
Total 46-51	44

COLLEGE OF EDUCATION
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Office of Educational Services
Blacksburg, VA. 24061

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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ROANOKE CITY SCHOOLS
SOCIAL STUDIES EVALUATION PROJECT
1977-1978

Larry Weber
Dan Fleming

SOCIAL STUDIES

EVALUATION PROJECT

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Social Studies Evaluation

Project

PROCEDURES

A project to upgrade the knowledge and skills of students in American History in Roanoke City Schools was conducted during the 1977-78 academic year. The format of the project consisted of the following elements. Classes of students in grades 7-8 were assigned to experimental and control groups. In the fall of 1977 all students in both groups were administered an American History pre-test. Knowledge and skills that were tested are listed in Illustration 1. Copies of pre and post tests for each level are included in the appendices. Tests of all students were scored and results compiled in group data. Tests and tests results of students in the experimental group were returned to teachers with instructions to review the test results with their students. An inservice session for experimental group teachers by project staff was also provided. Students in the control group were not given feedback. In May of 1978 all students were post tested with a parallel form of the pre test. Copies of the post test instruments are included in the appendices. Post tests of students were scored and results compiled in group data. The remainder of this section of the report will be devoted to data treatment and a discussion of the findings of the study.

ILLUSTRATION 1

AMERICAN HISTORY KNOWLEDGE AND SKILLS TEST

Part I: Recognizing Famous Leaders: The ability to identify pictures of well known leaders from the past.

Part II: Recognizing Political Symbols: The ability to identify well known political symbols found in comtemporary life.

Part III: Reading Graphs: The ability to comprehend and draw inferences from a line graph.

Part IV: Identifying Time Relationships: The ability to demonstrate a knowledge of chronology concerning people, events and technology.

Part V: Reading Maps and U.S. Geography: The ability to locate important geographical features of the United States and to determine direction and scale of miles on a map.

Part VI: Interpreting Written Sources: The ability to interpret differing accounts of the same event, determine point of view of an author and to make generalizations based on evidence.

Part VII through XI: Knowledge of American History: Items 35 through 51 determine student knowledge of major persons, events, terms and geography particularly significant for each of five chronological periods of United States history.

PROCEDURES/METHODOLOGY

The statistics used in analyzing data for the study are descriptive. When tests of significance were conducted non-parametric statistical techniques were used because resources allocated to analyzing the data did not allow extensive data treatment. Analyses that were conducted and discussion and conclusions were based primarily on rational and logical premises and from inspections of the quantitative data.

FINDINGS

Comprehensive results for both experimental and control groups for all levels of students are presented in Table 1. Information included at the beginning of each table are the number of students who took the test, the average score attained by the group, the test standard deviation, and reliability estimates of the test.

Immediately following the above information at the top of Table 1 are subtest achievement levels, in percent , for students in both experimental and control groups. For example the achievement level of 7-8 grade students in the experimental group on the Recognizing Famous Leaders skill area of the pre-test was 77%; it was 76% for the control group on the pre-test; 62% for the experimental group on the post test and 59% for the control group on the post test. Other information relative to other skill and knowledge areas in the table can be interpreted in a similar fashion.

A more detailed breakdown of student performance is contained in Appendix 3, where statistics showing achievement of students on individual items within a subtest are presented. Scrutiny of the statistics should provide information about the strengths and weaknesses students have on the material that was tested by specific questions within a knowledge or skill area.

The establishment of criteria to judge the efficacy of the treatments used in this study was a subjective matter. Many competency-based educators suggest

Table 1
COMPREHENSIVE TEST STATISTICS
Grades 7 - 8

	Pre-Test	Post Test
No. Students-Exp. Group	566	472
No. Students-Control Group	177	118
Mean. Score-Exp. Group	22.90 (45%)	26.53 (52%)
Mean. Score-Control Group	23.63 (46%)	25.64 (50%)
Std. Deviation-Exp. Group	8.35	7.67
Std. Deviation-Control Group	8.26	7.40
Reliability (KR-20) Exp. Group	.86	.83
Reliability (KR-20) Control Group	.86	.82

SUBTEST PERCENT ACHIEVEMENT LEVELS
PRE & POST TESTS
Grades 7 - 8

	Experimental		Control	
Subtest	Pre	Post	Pre	Post
Recognizing Famous Leaders	77	62	76	59
Recognizing Political Symbols	49	47	53	42
Reading Graphs	72	72	72	66
Identifying Time Relationships	61	56	63	50
Reading Maps and U.S. Geography	44	57	45	58
Interpreting Written Sources	42	48	45	45
Colonial America - 1800	39	50	44	43
1800 - 1861	40	56	44	52
1861 - 1900	36	47	38	55
1900 - 1932	28	47	27	49
1932 - 1970	34	42	33	41

the 80% achievement level as satisfactory performance and evidence of a successful program. Accordingly, the achievement of 80% proficiency in a skill or knowledge area was used as evidence of treatment success.

For both the experimental and control groups the 80% level of proficiency was not attained in any skill or knowledge area on the post test. These data are not supportive of treatment effectiveness.

Other analyses comparing the performance of control and experimental groups were conducted and, as mentioned earlier, while no attempt was made to equate the pre and post tests for difficulty level and statistical tests of significance were not conducted, inspection of the data at the top of Table 1 makes it hard to infer that the experimental group exhibited superiority over the control group. Look at the data for students in grades 7-8. On the pretest the experimental group scored at the 45% level and the control group scored at the 46% level; on the post test the experimental group scored at the 52% level and the control group scored at the 50% level. There was a 1% superiority for the controls on the pretest and a two percent superiority for the experimentals on the post test. A net gain of three percentage points for the experimental group can hardly be taken as evidence of program success.

Another analysis conducted to detect whether the treatment was effective on the experimental group was a determination of the number of areas where the increase or decrease on the post test, as measured by percent of achievement gain or loss when compared to the pre-test, was at least 5%*. (Refer to Table 1). A 5% gain by the 7-8 grade experimental group between pre and post testings was shown in seven skill areas:

---

*5% is an arbitrary figure which the evaluator used as a meaningful change between testings. It has been used in other research of this type.

1. Reading Maps and U.S. Geography
2. Interpreting Written Sources
3. Colonial America to 1800
4. 1800-1865
5. 1865-1900
6. 1900-1932
7. 1932-1970

This data can be compared to the 7-8 grade control group data which indicated a 5% gain in five areas, which were identical to those above save Interpreting Written Sources and Colonial America to 1800.

When viewed on the basis of the 5% criteria, the experimental group demonstrated a slight advantage. If we take into account the fact that the experimental group for 7-8 grade students declined by 5% points in two less categories than did the control group, the outcome is slightly more favorable. (Refer to Table 1.) The experimental group declined by 5% points in two areas, i.e., Recognizing Famous Leaders and Identifying Time Relationships to four areas of decline by the control group. In summary, using the 5% gain/loss criterion the evidence weighs slightly in favor of the experimental group for 7-8 grades. *

Inquiry was made into which group gained the greatest number of percentage points (or lost the fewest points) between pre and post testings for each area included in the tests. Chi square tests of significance were conducted to see if statistically significant differences existed between the two groups. For 7-8 grade students the experimental group showed superiority in most points gained or fewest lost between pre and post testings in seven areas and the control group showed superiority points in two areas. There were ties in two areas. Chi square tests at the .10 level of probability were conducted. Significant differences in

---

* Two categories of student decline from the pre-test to the post-test should be noted. The subtests areas, Recognizing Famous Leaders and Recognizing Political Symbols may not have been equally difficult for the pre test and the post test. However student performance on these areas was disappointing since the specific individuals and symbols included on the posttest were selected by the experimental teachers in an inservice workshop held after the pre-test was given.

favor of the experimental group were found. Chi Square equaled 3.56. On the basis of this information our conclusions would be that the treatment was effective for students in the experimental group for grade levels 7-8.

CONCLUSIONS

Some evidence of effectiveness of a treatment of providing feedback to teachers about the pretest performance of their students was shown in the current study. On most comparisons between students in experimental and control groups the former group performed at a higher level than the latter. These findings, while in agreement with findings in a study conducted for Roanoke City Schools last year, are somewhat at odds with those of most similar studies conducted in recent years. Reasons as to what may have occurred which caused the favorable results are not entirely clear. However, in this year's project an effort was made to provide more assistance to teachers so that they could alter their instruction and emphasize areas of deficiency. Possibly such practice was effective for Roanoke County Schools, whose efforts during the past two years have yielded modest positive results.

On the opposite side of the ledger the relatively low performance of students in both control and experimental groups is not encouraging. If the purpose of the test is to measure competence and if we are to assume that students should attain a relatively high level of performance on the skills and knowledge areas measured by this test of American History the findings are downright pessimistic. The achievement level of 80%, accepted by many educators as satisfactory evidence of program success, was not attained by students in any subtest area in either control or experimental group. In fact the overall test performance (52% for experimentals; 50% for controls) did not even fall into the marginal range of acceptability (60-80%). Such findings provide us with little about which to be excited.

In conclusion it is our suggestion that the school system scrutinize carefully its goals in relation to American History. It is possible that the outcomes they seek for their students may not be compatible with those measured by this test or that emphasis in developing the knowledge and skills tested is not provided. Regardless, a program review seems warranted.

Appendix 1

Social Studies Tests, Instructions, and Answer Keys

Instructions for Completing the Answer Sheet and Taking the Test

USE A "NUMBER 2" PENCIL

- -

Answer Sheet Instructions

1. On the top line fill in the student name.

2. On the second line, show course name and level such as:

   U.S. History, Grade 7

   On the second line where index no. is shown, write in the last name of the teacher of the class such as:

   Jones
   Index No.

   On the second line fill in the date the test is taken.

3. Under the heading, Group No., fill in 1 for experimental group or 2 for control group.

- -

Test Taking Instructions

1. Have the students examine the sample shown in the upper right-hand corner.

2. The test is designed for a normal class period. It is not expected that more time should be needed.

3. Ask students not to mark on either the test or the answer sheet except when answering questions.

- -

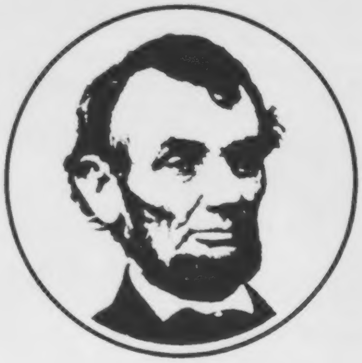
Experimental teachers keep the tests. Control teachers are to return all tests to the social studies supervisor.

AMERICAN HISTORY PRE-TEST
Fall, 1977

Part I. Recognizing Famous Leaders

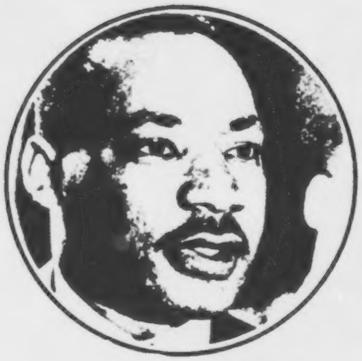
Shown below are three well known leaders from the past. Match the number by the name of the leader with the right picture.

1.



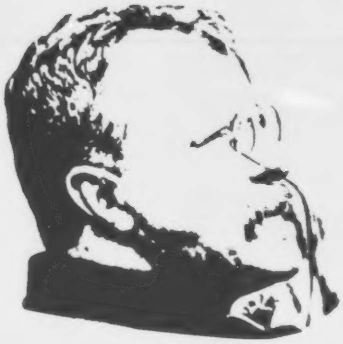
1. George Washington
2. Ben Franklin
3. Abraham Lincoln
4. Robert E. Lee

2.



1. Booker T. Washington
2. Martin Luther King
3. Andrew Young
4. George Washington Carver

3.

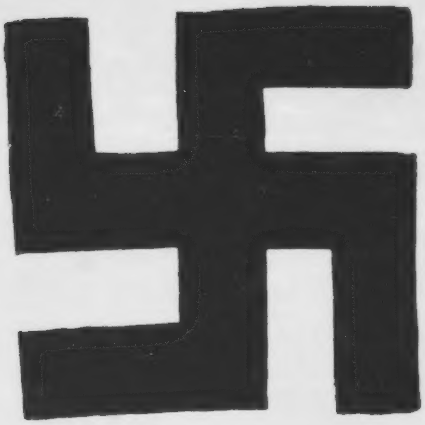


1. Woodrow Wilson
2. Teddy Roosevelt
3. John F. Kennedy
4. Charles Lindbergh

Part II. Recognizing Political Symbols

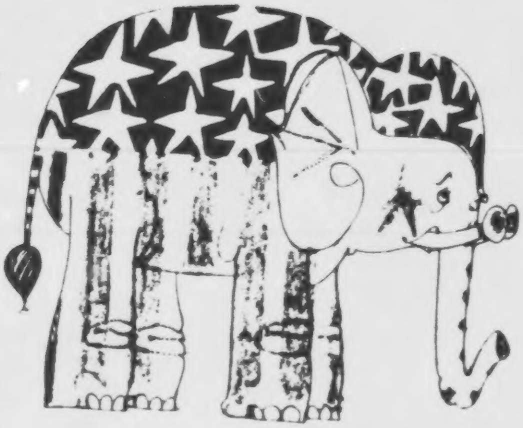
Shown below are two well known political symbols. Match the the number by the symbol meaning with the symbol.

4.



1. Red China
2. Nazi Germany
3. French Foreign Legion
4. Vietcong

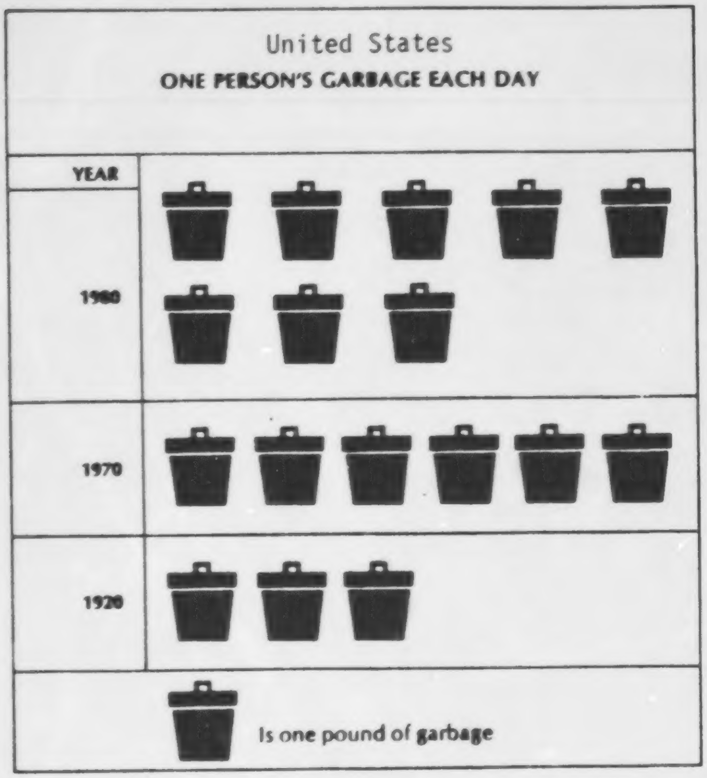
5.



1. India
2. Republican Party
3. Democratic Party
4. League of Nations

Part III. Reading Graphs

Using the graph shown below, answer the questions shown below.



6. In the year 1920, each person in the United States produced how many pounds of garbage a day?

   1. 3 pounds
   2. 6 pounds
   3. 8 pounds
   4. not shown

7. Based on the graph, you might conclude:

   1. Americans are becoming less wasteful.
   2. Americans are becoming more wasteful.
   3. The amount of garbage Americans throw away each day is about the same now as in the past.

8. Based on trends for the future shown in the graph, a major problem in the United States will some day be:

   1. finding places to dump garbage.
   2. finding metal for garbage cans.
   3. noise pollution from garbage trucks.
   4. finding people to work as garbage collectors.

Part IV. Identifying Time Relationships

There are four items, persons, or events given for each question. Mark the number for the item that happened first in time of the four listed. For example:

1. son
2. father
3. great grandfather
4. grandfather

The answer would be 3., great grandfather since he was the first of the four in time.

---

9. Which occurred first?

   1. the signing of the Declaration of Independence
   2. California Gold Rush
   3. freeing of the slaves
   4. the settling of Jamestown, Virginia

---

10. Who was President first?

   1. Abraham Lincoln
   2. Andrew Jackson
   3. Thomas Jefferson
   4. Grover Cleveland

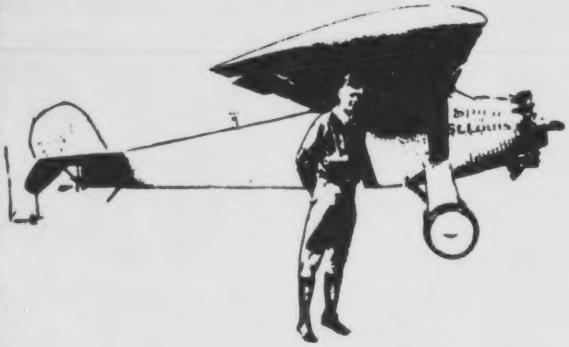
---

11. Listed below are four famous American slogans. A slogan is a catchy saying used to build public support. Which was used first?

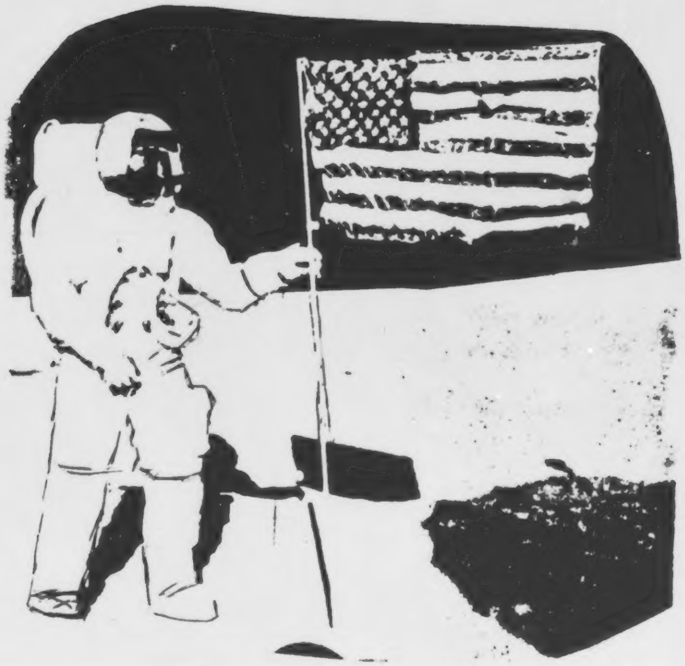
   1. "Remember the Alamo"
   2. "Give Me Liberty or Give Me Death"
   3. "Remember the Maine"
   4. "Ask not what your country can do for you; ask what you can do for your country."

---

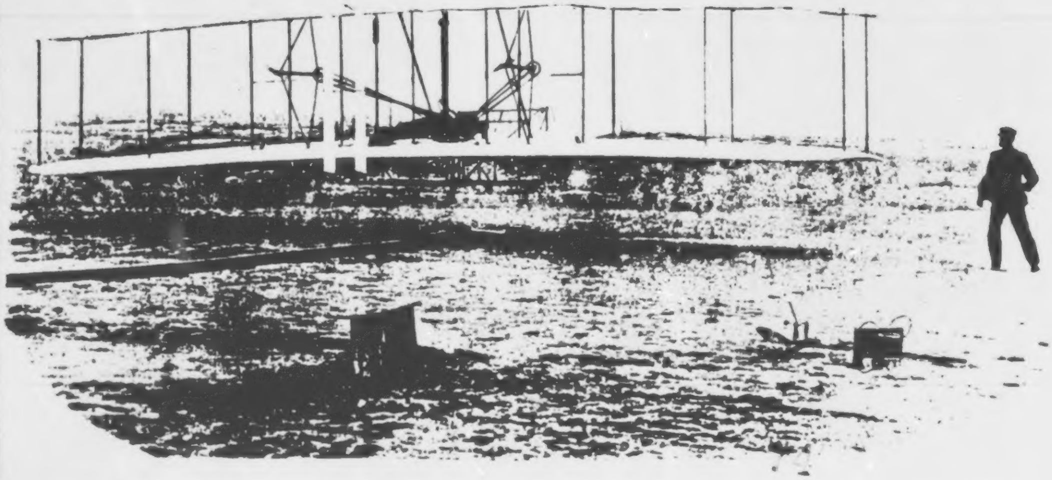
12. Shown below are three pictures representing three types of travel at different stages of history. Which took place first?



(1)



(2)



(3)

Questions 13-16 are about three different communities at different points in United States history. You are to answer the questions below based on the descriptions of the communities.

A. The community is made up of thousands of families, most of who recently came to the United States by boat from Italy. It is really a part of a larger city. The people live in crowded tenements and many still speak only Italian and work at low paying jobs in factories.

B. The community is small and consists of a few families who live in sod huts located near the railroad. The flatland surrounding the area is good for growing wheat and the most of the people are farmers.

C. The community is located near the river where the canoe and raft are the main forms of transportation. The threat of Indian attacks is still a problem and although the soil is rich, clearing the thick forests is difficult work. The people live in log cabins.

13. Which of the three communities probably appeared the earliest in the United States?
    1. A
    2. B
    3. C

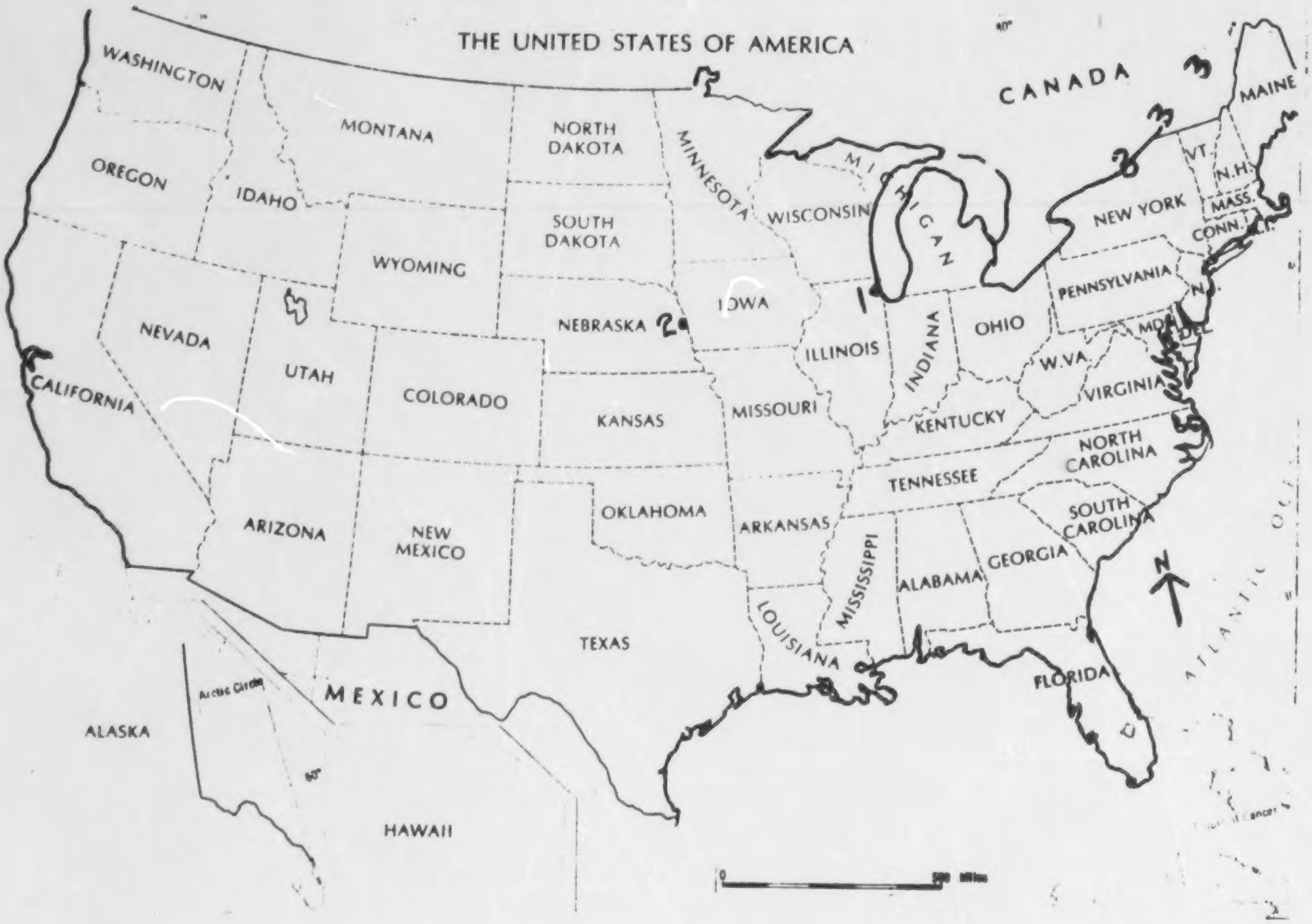
14. Which of the three communities would come closest to being the same today in the United States as it was described above?
    1. A
    2. B
    3. C

15. Community A would most likely have been found in what part of the United States?
    1. the Northeast
    2. the Southeast
    3. the Midwest
    4. the Southwest

16. Community B would most likely have been found in what part of the United States?
    1. the Northeast
    2. the Southeast
    3. the Midwest
    4. the Southwest

Part V. Reading Maps and U.S. Geography

Using the map below answer the questions 17-21.



17. Maine is located in what part of the United States?
    1. the Northeast 3. the Southwest
    2. the Southeast 4. the Northwest

18. A person going from Kansas to Oregon would travel in what direction?
    1. Northeast 3. Southwest
    2. Southeast 4. Northwest

19. The distance from point one, Chicago, Illinois to point two, Omaha, Nebraska is roughly how far?
    1. 225 miles 3. 475 miles
    2. 325 miles 4. 875 miles

20. What is the body of water bordering the south of Louisiana?
    1. Caribbean Sea 3. Persian Gulf
    2. Ohio River 4. Bay of Fundy

21. The river separating Canada and the United States, item 3, that serves as a major trade route is what river?
    1. Rio Grande River 3. the Erie Canal
    2. St. Lawrence River 4. Columbia River

Part V. Interpreting Written Sources

Examine the two accounts of the Battle of Lexington shown below. Answer the questions below based on the accounts.

Who Fired That Shot?

One of the more interesting questions about the American Revolution is who fired the first shot at the battle of Lexington. The following are two accounts of what actually happened on that historic day, April 19, 1775, on Lexington green. One account is from a newspaper published in Salem, Massachusetts. A second account is from a London, England newspaper. Both were written soon after the battle.

Version I.

At Lexington. . .a company of (American) militia. . . gathered near the meeting house. The (British) troops came in sight of them just before sunrise; and running within a few rods of them, the Commanding Officer (Pitcairn) spoke to the militia in words to this effect: "Go home, you rebels--damn you, throw down your arms and go home;" upon which the troops (cheered), and immediately one or two British officers discharged their pistols, which were instantaneously followed by firing by four or five of the soldiers, and then there seemed to be a general discharge from the whole body. Eight American men were killed and nine wounded. . .

Version II.

. . .Six companies of (British) light infantry. . .at Lexington found a body of the country people under arms, on a green close to the road. And when the King's troops marching up to them, to find out the reason of their being so assembled, they went off in great confusion. And several guns were fired upon the King's troops from behind a stone wall, and also from the meeting house and other horses. One man was wounded, and Major Pitcairn's horse was shot in two places. As a result of this attack by the American rebels, the British troops returned the fire and killed several of them . . .

---

22. Version I was probably found in which newspaper?
    1. the London newspaper
    2. the Salem newspaper

23. Based on the two accounts, the reader could reasonably conclude:
    1. the Americans started the battle.
    2. the British started the battle.
    3. it is not clear at all which side started the battle.

24. The best way to read how the battle really started would be to:
    1. read the diaries of soldiers of the battle.
    2. talk to the great-great-great grandchildren of the soldiers.
    3. see a play about the battle.
    4. read an account in an American history textbook.

25. Based on the two versions you have read, what can you reasonably conclude about what you read in newspapers today?
    1. American newspapers are more fair than British newspapers.
    2. British newspapers are more fair than American newspapers.
    3. Newspapers tend to present a view favoring their own country when in a disagreement with another country.
    4. Newspapers are equally fair to all sides in reporting the news.

Part VII. Colonial America to 1800

26. Which statement best represents the goals of the Bill of Rights?
    1. laws should not be changed
    2. desire for wealth
    3. government control of all life
    4. respect for the individual

27. The basic law of our country is found in the document known as:
    1. the Sixteen Points.
    2. the U. S. Constitution.
    3. the Declaration of Independence.
    4. the United Nations Charter.

28. The two main powers wanting control of the colonies, particularly in the North were England and what nation?
    1. Germany
    2. France
    3. Russia
    4. Portugal

29. A key issue leading to the American Revolution was the disagreement between the Americans and the British over?
    1. Indian policy.
    2. taxing power.
    3. slavery.
    4. individual voting rights.

30. An important feature of the U. S. Constitution is the system in which Congress, the President, and the Supreme Court have controls over each other. This important principle is known as:

1. checks and balances.
2. judicial review.
3. impeachment.
4. the elastic clause.

Part VIII. 1800 to 1861

31. The major geographic problem for settlers traveling to the west coast was:

1. the Rocky Mountains.
2. the Great Plains.
3. the Mississippi River.
4. Death Valley.

32. The election of Andrew Jackson as President represented:

1. more say for the common man.
2. a weaker Presidency.
3. a more warlike policy for the United States.
4. control of American politics by New England.

33. The growth of the United States in land area from the first settlements to the Civil War could be described as:

1. almost none.
2. slight.
3. some.
4. great.

34. Several new states were formed in the period before the Civil War in 1861. The issue that divided much of the country concerning these new states centered around what problem?

1. slavery
2. voting rights for women
3. Indian reservations
4. trade laws

35. Several forms of transportation became quite popular in the early 1800'rds and did much to help the growth of the United States. Which of the following was NOT an important form of transportation in the fifty years before the Civil War in 1861?

1. canals
2. electric street cars
3. railroads
4. steam boats

Part IX. 1861-1900

36. Slavery was ended in the United States as a result of the:

    1. Mexican War.
    2. Civil War.
    3. Spanish American War.
    4. War of 1812.

37. The time following the Civil War in the South was known as:

    1. Reconstruction.
    2. New Nationalism.
    3. The New Deal.
    4. Era of the Common Man.

38. With the growth of industry in the late 1800'rds, many problems also appeared. One of the worst was?

    1. bad working conditions in factories.
    2. a shortage of raw materials.
    3. lack of voting rights for women.
    4. a shortage of workers.

39. The rise of the factory system after the Civil War caused:

    1. a decline of governmental power.
    2. a growth of family size.
    3. workers to be happier with their lives.
    4. the growth of cities.

40. An important result of the Spanish-American War was that the United States:

    1. gained overseas territory.
    2. became a major trade center.
    3. became the world's leading naval power.
    4. became more interested in European politics.

Part X. 1900-1932

41. Most of the immigrants from Europe entering the United States in the early 1900'rds came from Eastern and Southern Europe. The bulk of these immigrants settled in:

    1. large cities in the Northeast.
    2. the farm areas of the Midwest.
    3. the deep South, both on farms and in cities.
    4. the cities of the Pacific coast.

42. In 1904, United States under the leadership of President Roosevelt gained control of a territory greatly helping them in shipping. This territory was located in?

1. Shanghai.
2. Panama.
3. Mexico.
4. Tripoli.

43. The reform movement of the early 1900'rds is often called:

1. the New Deal.
2. Era of Hope.
3. the Progressive Era.
4. the New Nationalism.

44. The United States fought against Germany in World War I for all of the following reasons EXCEPT:

1. German submarine welfare.
2. historic ties with Great Britain.
3. sinking of the Lusitania.
4. British blockade of German ports.

45. The American President during World War I who led the fight for the League of Nations was?

1. Teddy Roosevelt
2. William Howard Taft
3. Woodrow Wilson
4. Warren G. Harding

46. Mass production contributed greatly to a higher standard of living for Americans in the Twentieth Century. What single invention had the most effect on American life?

1. the automobile
2. the airplane
3. the radio
4. the telephone

Part XI. 1932-1970

47. The main change resulting from the New Deal policies of the 1930's was:

1. the government assumed more responsibility for the welfare of the individual citizen.
2. lower taxes.
3. the decline of the American city.
4. more rights for minority groups.

48. The President of the United States through the New Deal years and most of World War II was?

    1. Franklin D. Roosevelt.
    2. Harry S. Truman.
    3. Herbert Hoover.
    4. John F. Kennedy.

49. World War II began for the United States when what country launched an attack on Pearl Harbor, December 7, 1941.

    1. Germany
    2. Italy
    3. Japan
    4. Russia

50. A new era of warfare began near the end of World War II as the result of the American use of?

    1. jet fighting planes.
    2. tanks.
    3. the atomic bomb.
    4. flame throwers.

51. The period immediately after World War II is sometimes referred to in describing Russian-United States relations as?

    1. the Iron Curtain.
    2. the Cold War.
    3. X-Y-Z Deadlock.
    4. the Double Entente.

52. An important outcome of the 1960's was:

    1. increased civil rights for minority groups.
    2. the ending of the war in Korea.
    3. Watergate and the resignation of President Nixon.
    4. the improvement of life in the cities.

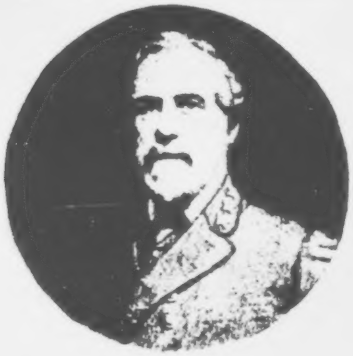
AMERICAN HISTORY POST-TEST

Spring 1978

Part I. Recognizing Famous Leaders

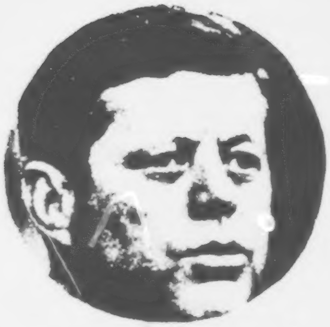
Shown below are three well known leaders from the past. Match the number by the name of the leader with the right picture.

1.



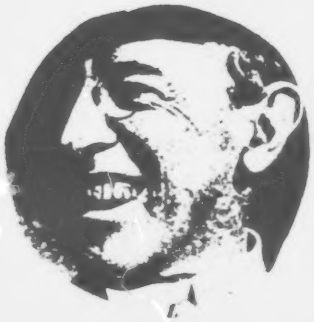
1. Grover Cleveland
2. Ulysses S. Grant
3. Abraham Lincoln
4. Robert E. Lee

2.



1. Franklin D. Roosevelt
2. J. Edgar Hoover
3. Dwight D. Eisenhower
4. John F. Kennedy

3.

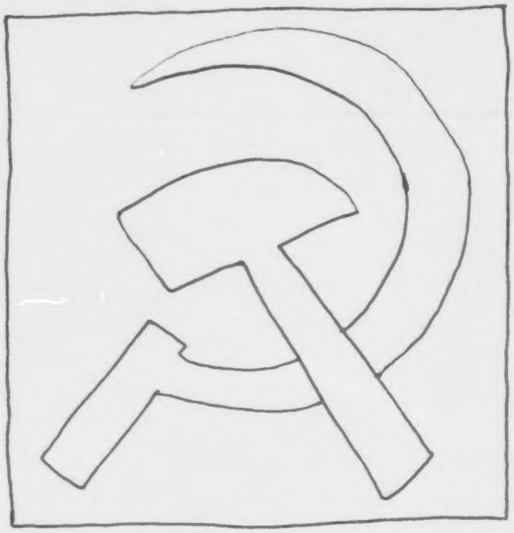


1. Woodrow Wilson
2. Teddy Roosevelt
3. Harry S. Truman
4. Charles Lindbergh

Part II. Recognizing Political Symbols

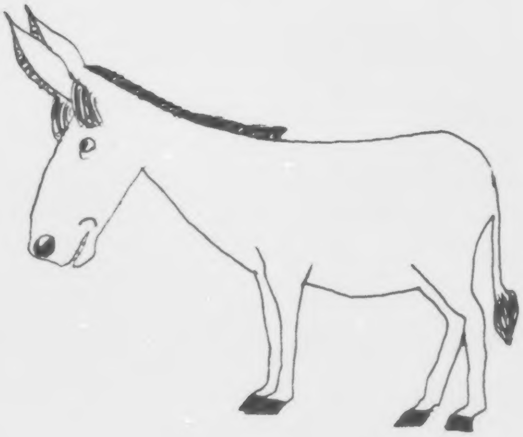
Shown below are two well known political symbols. Match the number by the symbol meaning with the symbol.

4.



1. Communist Russia
2. Nazi Germany
3. farmer's alliance
4. labor unions

5.

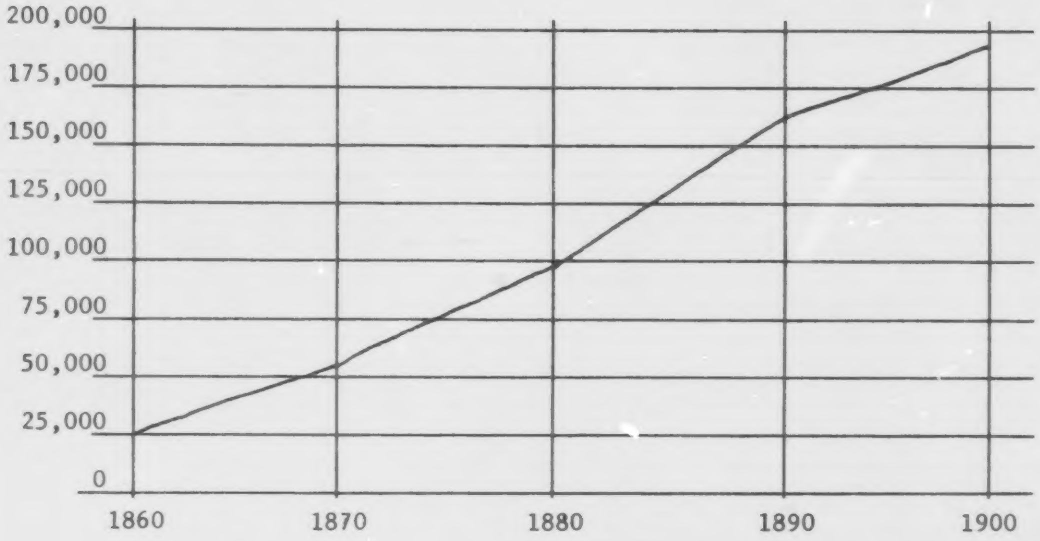


1. War on Poverty
2. Republican Party
3. Democratic Party
4. League of Nations

Part III Reading Graphs

Using the graph shown below, answer the questions shown below.

Railroad Mileage in the United States



6. By the year 1900, how many miles of railroads would you find in the United States?

   1. 50,000
   2. 90,000
   3. 160,000
   4. 190,000

7. Based on the graph, you might conclude which of the following increased?

   1. travel
   2. farm production
   3. military activities

8. Based on the graph, which of the following probably increased most rapidly from 1860 to 1900?

   1. cattle production
   2. wheat production
   3. steel production
   4. clothing production

Part IV. Identifying Time Relationships

There are four items, persons, or events given for each question. Mark the number for the item that happened first in time of the four listed. For example:

1. son
2. father
3. great grandfather
4. grandfather

The answer would be 3., great grandfather since he was the first of the four in time.

---

9. Which occurred first?

1. the invention of the airplane
2. the creation of the League of Nations
3. the rise of the Klu Klux Klan
4. the Battle of the Alamo

---

10. Who was President first?

1. Woodrow Wilson
2. Theodore Roosevelt
3. Franklin D. Roosevelt
4. Herbert Hoover

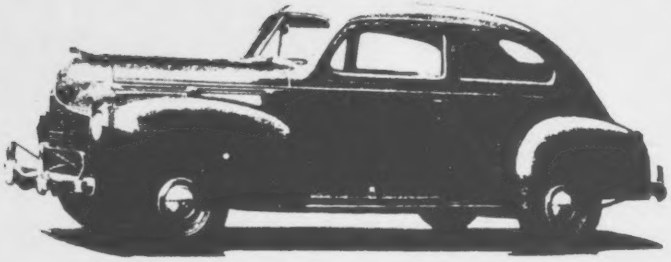
---

11. Listed below are four famous American slogans. A slogan is a catchy saying used to build public support. Which was used first?

1. "Remember Pearl Harbor"
2. "We Shall Overcome"
3. "Remember the Lusitania
4. "Remember the Maine"

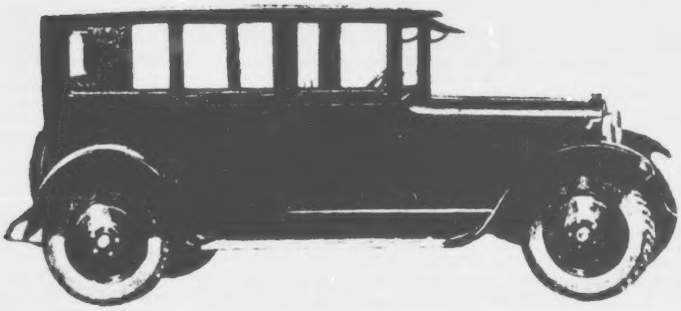
---

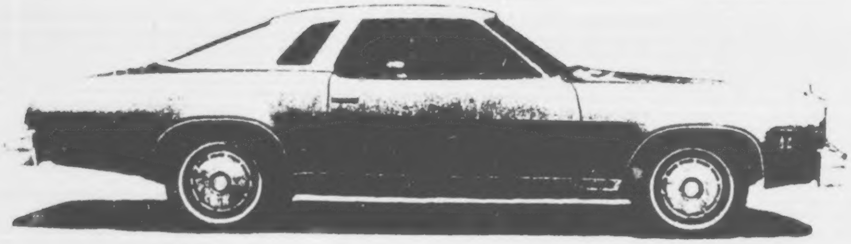
12. Shown below are three pictures representing three types of travel at different stages of history. Which took place first?



(1)

(2)





(3)

Questions 13-16 are about three persons or groups of persons living at different times in United States history. You are to answer the questions below based on the statements.

(A) We began to ask about jobs and were promptly informed that there was plenty of work at "pick and shovel." We were also given to understand by our fellow-boarders that "pick and shovel" was the only work for Italians. Now these were the first two English words I had heard and they possessed great charm. Moreover, if I were to earn money to return home and this was the only work for Italians, they were weighty words for me, and I must master them as soon and as well as possible and then set out to find their hidden meaning. I practiced for a day or two until I could say "peek" and "shuvle" to perfection.

(B) I was born a slave on a plantation. I am not quite sure of the exact place or exact date of my birth, . . . My life had its beginning in the midst of the most miserable, desolate, and discouraging surroundings. This was so, however, not because my owners were especially cruel, for they were not, as compared with many others. I was born in a typical log cabin, about fourteen by sixteen feet square. There was no wooden floor in our cabin, the naked earth being used as a floor. In the centre of the earthen floor there was a large, deep opening covered with boards, which was used as a place in which to store sweet potatoes during the winter.

(C) We finally arrived after a long and terrible sea voyage. The climate was much colder than we expected. Friendly Indians helped us or we would have not survived the winter. To be able to worship as we please made all the hardships of this new land worthwhile.

13. Which of the three persons or groups probably came first?

    1. A
    2. B
    3. C

14. Which of the three persons or groups probably came last?

    1. A
    2. B
    3. C

15. Group C probably was in what area?

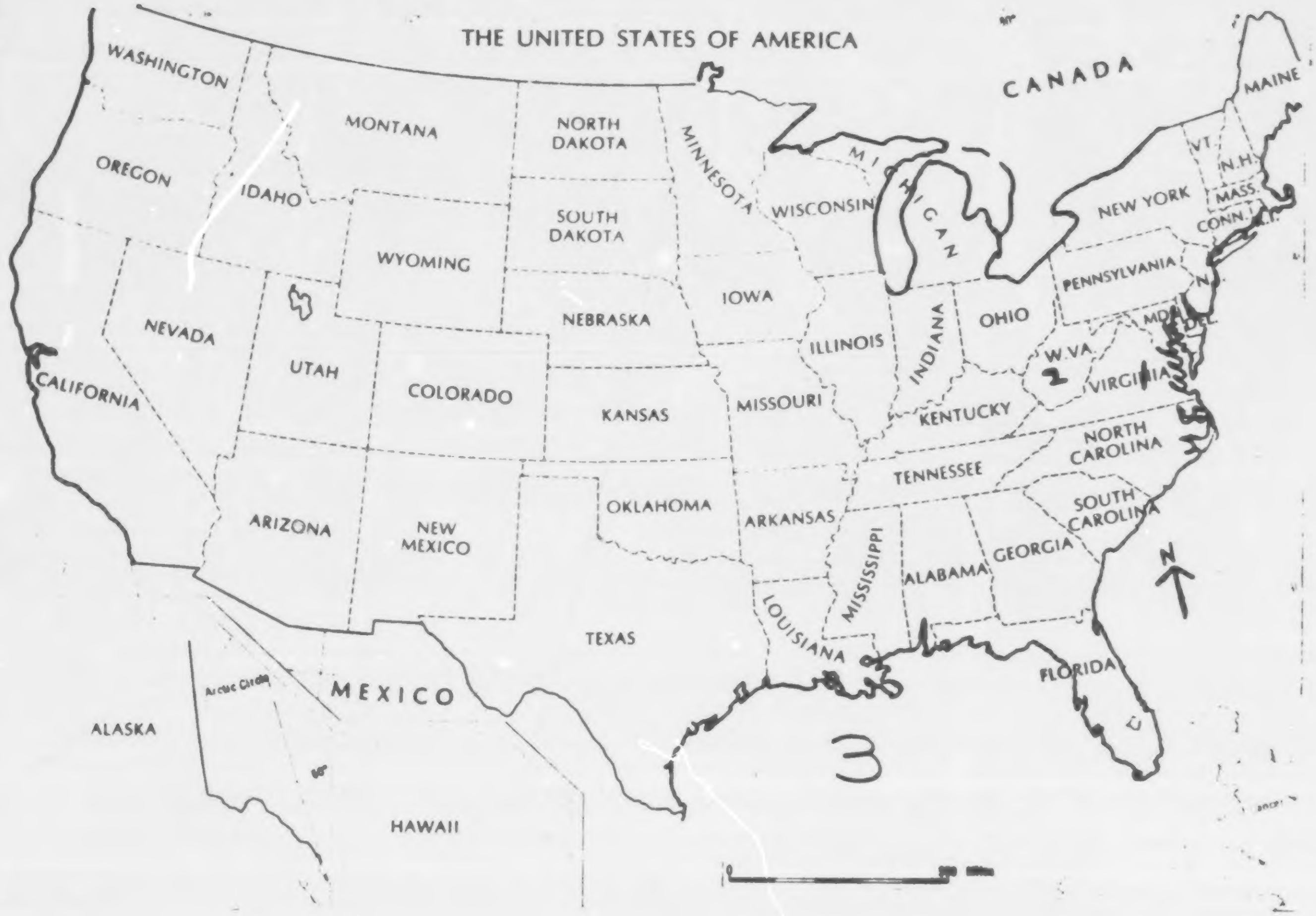
    1. Northeastern United States
    2. Southeastern United States
    3. Southwestern United States
    4. Midwestern United States

16. The person in statement B probably lived in what area?

    1. Northeastern United States
    2. Southeastern United States
    3. Southwestern United States
    4. Midwestern United States

Part V. Reading Maps and U.S. Geography

Using the map below answer the questions 17-20.



17. Florida is located in what part of the United States?
    1. the Northeast 3. the Southwest
    2. the Southeast 4. the Northwest

18. A person going from Texas to Virginia would travel in what direction?
    1. Northeast 3. Southwest
    2. Southeast 4. Northwest

19. The distance from point one, Richmond, Virginia to point two, Charleston, West Virginia is roughly how far?
    1. 125 miles 3. 375 miles
    2. 250 miles 4. 475 miles

20. What is the body of water, number 3, south of Louisiana?
    1. Caribbean Sea 3. Gulf of Mexico
    2. Atlantic Ocean 4. Mississippi River

Part V Interpreting Written Sources

Examine below the two accounts of an antiwar demonstration held at the Pentagon Building in 1967. Version I is from the London Times and Version II is from Time magazine.

Version I. The vast defense Department building, the Pentagon, which stands on 583 acres of lawn and car parks, was penetrated briefly yesterday by a few dozen youngsters. United States marshals, with clubs swinging, quickly turned their attack into a retreat.

Version II. Against that physically and functionally immovable object last week surged a self-proclaimed irresistible force of 35,000 ranting, chanting protesters who are absolutely opposed to the U.S. war in Vietnam. By the time the demonstration had ended, more than 425 irresistibles had been arrested, 13 more had been injured, and the Pentagon had remained immobile.

21. The author of Version II probably·

    1. liked demonstrations against the war in Vietnam
    2. disliked demonstrations against the war

22. Based on the two accounts, the reader could conclude·

    1. a sizeable struggle took place at the Pentagon
    2. very little struggle took place at the Pentagon
    3. it is not clear how much of a struggle took place at the Pentagon

23. The best way to find out what really happened at the Pentagon demonstration would be to:

    1. read about the demonstration in a Russian newspaper
    2. interview people from both sides of the dispute who were actually there
    3. see a play about the demonstration
    4. read about the demonstration in a United States history textbook

24. Based on the two versions you read, what can you reasonably conclude about what you read in news publications?

    1. News publications are not consistent in their reporting of the same event
    2. Generally you can accept what you read in news publications as being accurate
    3. The viewpoint of a country's government has no influence on news publications
    4. News publications are fair in their treatment of all sides of a dispute

Part VII Colonial America to 1800

25. Individual protection for citizens of the United States is based on:

    1. the United Nations Charter
    2. the Reform Act of 1832
    3. the Bill of Rights
    4. the Emancipation Proclamation

26. The framework of our government is based on:

    1. common law
    2. the Magna Carta
    3. the Declaration of the Rights of Man
    4. the Constitution of the United States

27. By 1800 a rapidly developing route of travel was the:

    1. Northwest Passage
    2. Ohio and Mississippi Rivers
    3. Oregon Trail
    4. Union Pacific Railroad

28. A big weakness of the Articles of Confederation was:

    1. the states were too weak compared with Congress
    2. there was no single executive or head to carry out the laws under the Articles
    3. the Congress could not make war and peace
    4. it provided for too many meetings of Congress

29. A system of government created by the U.S. Constitution in which a central government divides and shares power with the states is known as a:

    1. parlimentary system
    2. federal system
    3. unitary system
    4. democratic system

Part VIII 1800 to 1861

30. The United States gained a huge area of land from the Louisiana Purchase. This land was bought from:

    1. England
    2. Spain
    3. France
    4. Germany

31. The election of what President began the "spoils" system and opened up the charge of "mob rule"?

    1. Thomas Jefferson
    2. John Adams
    3. James Madison
    4. Andrew Jackson

32. The underground railroad was a means of helping slaves escape. A famous worker in this effort was:

    1. Harriet Tubman
    2. Coretta King
    3. Dorothea Dix
    4. Jane Addams

33. An important product of the South that helped continue slavery was:

    1. steel
    2. wheat
    3. cotton
    4. lumber

34. The most important cause of the War of 1812 was:

    1. British interference with American rights to the sea
    2. British tax policy
    3. American desire to help the French
    4. British invasion of American territory

Part IX 1861 - 1900

35. Which of the following freed the slaves in the Confederate states:

    1. Declaration of Independence
    2. Bill of Rights
    3. Declaration of Rights of Man
    4. Emancipation Proclamation

36. A struggle resulted after the Civil War over how to treat the South. This resulted in an attempt to remove President Johnson from office in a process known as:

    1. amnesty
    2. recall
    3. impeachment
    4. dissolution

37. The period after the Civil War found a sharp growth of:

    1. giant industries
    2. more rights for the working man
    3. government control of business
    4. interest in saving natural resources

38. The inventor who did more than anyone else to find uses for electricity was:

    1. Alexander Graham Bell
    2. Samuel F. B. Morse
    3. Colonel E. L. Drake
    4. Thomas A. Edison

39. Many nations including the United States became interested in acquiring land outside its boundaries. This policy is known as:

    1. nationalism
    2. imperialism
    3. populism
    4. pluralism

Part X 1900 - 1932

40. Many people calling for reforms in society spoke out in the early 1900s. Most of these concerns dealt with the life:

    1. of the poor in factories and cities
    2. on the farm
    3. of poor people in other countries
    4. of sailors at sea

41. A new area of interest and concern particularly pushed by President Theodore Roosevelt was that of:

1. tax policies
2. increasing world trade
3. conservation of natural resources
4. better relations with Latin America

42. An important outcome of World War I was the setting up of an organization to help keep world peace. This organization was called:

1. The League of Nations
2. the Fourteen Points
3. the United Nations
4. the North Atlantic Treaty Organization

43. America's greatest hero as a result of his being the first flier to fly the Atlantic Ocean alone was:

1. John Glenn
2. Charles A. Lindbergh
3. Neil Armstrong
4. Eddie Rickenbacker

44. A new way of operating factories resulted in more goods at a lower price for all Americans. This process is known as:

1. barter
2. checks and balances
3. dollar diplomacy
4. mass production

45. A group opposing Jews, Catholics, foreigners and blacks became quite large and powerful in the United States by the 1920s. This group was the:

1. Knights of the White Cross
2. Heroes of the Confederacy
3. Klu Klux Klan
4. Nazi Party

Part XI 1932 - 1970

46. The period of the 1930s under the Presidency of Franklin D. Roosevelt was known as the:

1. Fair Deal
2. Square Deal
3. New Deal
4. Progressive Era

47. The economy of the 1930s under the Presidency of Franklin D. Roosevelt could be described as a period of:

    1. prosperity
    2. depression
    3. stagflation
    4. inflation

48. The leader of Nazi Germany during World War II was:

    1. Joseph Goebbels
    2. Konrad Adenauer
    3. Willy Brandt
    4. Adolph Hitler

49. A main ally of the United States in World War II was:

    1. Russia
    2. Japan
    3. Sweden
    4. Turkey

50. The Marshall Plan under the leadership of President Truman was created in 1947. This Plan helped to:

    1. rebuild the industry and cities of western Europe
    2. to rebuild the armies of western Europe
    3. bring Asian countries under American influence
    4. improve U.S.-Latin American relations

51. A historic breakthrough in Civil Rights was made by the 1954 Supreme Court decision in the case:

    1. Baker v. Carr
    2. Plessy v. Ferguson
    3. Marbury v. Madison
    4. Brown v. the Board of Education of Topeka

AMERICAN HISTORY PRE-TEST GRADE 7 FALL, 1977

NCS Trans-Optic F4241 5432 PS 8287 CBS (7106)

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LEARNING RESOURCES CENTER

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2. IF REQUESTED BY INSTRUCTOR WRITE IN TEST FORM, SEAT NUMBER AND GROUP NUMBER BELOW. BLACKEN CORRESPONDING NUMBERED CIRCLE

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AMERICAN HISTORY POST-TEST GRADE 7 SPRING, 1978

VPI & SU

LEARNING RESOURCES CENTER

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Appendix 2

Pre Test Results

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF CURRICULUM AND INSTRUCTION

January 30, 1978

MEMORANDUM

TO: Roanoke City Schools, Clarence W. Parker, Director

FROM: Dr. Dan B. Fleming and Dr. Larry J. Weber

SUBJECT: American History Pretest Results/Social Studies Pilot Project

The attached report summarizes performance of students in the Roanoke City School System on the American History pretest administered during the fall, 1977 term. The American History test is considered a criterion referenced (CR) test. CR tests are mastery oriented, which means that the performance level of students is compared to a pre set criterion level, and not to the performance of norm groups.

For CR tests, a mastery level frequently is established in the 60-80% range. In any area where the performance level is 80% or above students in your system are performing at a satisfactory level; in areas where performance ranges from 60-79%, performance is marginal; in areas where performance is below 60%, performance is unsatisfactory. The enclosed materials show the summary results of students in the Roanoke City Schools.

/tls

Enclosure

Table 1
Summary Performance
of
Roanoke City Schools Students (Experimental)
on
Subtests of the American History Pretest

Grade Level 7-8

Satisfactory (above 80%):

None

Marginal (60-79%):

Subtest I - Recognizing Famous Leaders
Subtest III - Reading Graphs
Subtest IV - Identifying Time Relationship

Unsatisfactory (below 60%):

Subtest II - Recognizing Political Symbols
Subtest V - Reading Maps and U.S. Geography
Subtest VI - Interpreting Written Sources
Subtest VII - Colonial America to 1800
Subtest VIII - 1800-1861
Subtest IX - 1861-1900
Subtest X - 1900-1932
Subtest XI - 1932-1970

Table 2
Summary Performance
of
Roanoke City Schools Students (Control)
on
Subtests of the American History Pretest

Grade Level 7-8

Satisfactory (above 80%):

None

Marginal (60-79%):

Subtest I - Recognizing Famous Leaders
Subtest III - Reading Graphs
Subtest IV - Identifying Time Relationships

Unsatisfactory (below 60%):

Subtest II - Recognizing Political Symbols
Subtest V - Reading Maps and U.S. Geography
Subtest VI - Interpreting Written Sources
Subtest VII - Colonial America to 1800
Subtest VIII - 1800-1861
Subtest IX - 1861-1900
Subtest X - 1900-1932
Subtest XI - 1932-1970

Roanoke City Schools

PRE TEST STATISTICS

Group: Grades 7-8 Experimental

Total Test Statistics	
Number of total students	566
Mean score	22.90
SD	8.35
Reliability	.86

Subtest Achievement Levels

Subtest I - Recognizing Famous Leaders

Items	% Achievement Level
1	93
2	79
3	58
Total 1-3	77

Subtest II - Recognizing Political Symbols

4	68
5	29
Total 4-5	49

Subtest III - Reading Graphs

6	83
7	65
8	68
Total 6-8	72

Subtest IV - Identifying Time Relationships

Items	% Achievement Level
9	53
10	45
11	65
12	78
13	60
14	63
Total 9-14	61

Subtest V - Reading Maps and U.S. Geography

15	35
16	46
17	60
18	49
19	47
20	Omit
21	27
Total 15-21	44

Subtest VI - Interpreting Written Sources

22	53
23	50
24	18
25	48
Total 22-25	42

Subtest VII - Colonial America to 1800

26	58
27	38
28	37
29	48
30	16
Total 26-30	39

Subtest VIII - 1800-1861

31	34
32	33
33	44
34	43
35	44
Total 31-35	40

Subtest IX - 1861-1900

36	59
37	31
38	26
39	47
40	19
Total 36-40	36

Subtest X - 1900-1932

Items	% Achievement Level
41	23
42	43
43	22
44	19
45	27
46	35
Total 41-46	28

Subtest IX - 1932-1970

47	21
48	31
49	53
50	47
51	27
52	22
Total 47-52	34

Roanoke City School

PRE TEST STATISTICS

Group: Grades 7-8 Control

Total Test Statistics	
Number of total students	177
Mean Score	23.63
SD	8.26
Reliability	.86

Subtest Achievement Levels

Subtest I - Recognizing Famous Leaders

Items	% Achievement Level
1	93
2	76
3	58
Total 1-3	76

Subtest II - Recognizing Political Symbols

4	73
5	32
Total 4-5	53

Subtest III - Reading Graphs

6	82
7	67
8	68
Total 6-8	72

Subtest IV - Identifying Time Relationships

Items	% Achievement Level
9	59
10	36
11	72
12	77
13	63
14	68
Total 9-14	63

Subtest V - Reading Maps and U.S. Geography

15	32
16	43
17	63
18	51
19	58
20	Omit
21	23
Total 15-21	45

Subtest VI - Interpreting Written Sources

22	51
23	60
24	20
25	50
Total 22-25	45

Subtest VII - Colonial America to 1800

26	70
27	38
28	40
29	51
30	19
Total 26-30	44

Subtest VIII - 1800-1862

31	36
32	42
33	41
34	48
35	52
Total 31-35	44

Subtest IX - 1861-1900

Items	% Achievement Level
36	68
37	26
38	32
39	43
40	19
Total 36-40	38

Subtest X - 1900-1932

41	22
42	50
43	21
44	14
45	24
46	32
Total 41-46	27

Subtest XI - 1932-1970

47	27
48	29
49	52
50	47
51	24
52	21
Total 47-52	33

Appendix 3

Post Test Results

Roanoke

POST TEST STATISTICS

Group: Grades 7-8 (Experimental

Total Test Statistics	
Number of total students	472
Mean Score	26.53
SD	7 ~~4~~.67
Reliability	.83

Subtest Achievement Levels

Subtest I - Recognizing Famous Leaders

Items	% Achievement Level
1	53
2	96
3	36
Total 1-3	62

Subtest II - Recognizing Political Symbols

4	37
5	57
Total 4-5	47

Subtest III - Reading Graphs

6	86
7	69
8	60
Total 6-8	72

Subtest IV - Identifying Time Relationships

Items	% Achievement Level
9	60
10	30
11	25
12	95
13	62
14	71
15	48
16	53
Total 9-16	56

Subtest V - Reading Maps and U.S. Geography

17	67
18	53
19	55
20	53
Total 17-20	57

Subtest IV - Interpreting Written Sources

21	57
22	46
23	50
24	37
Total 21-24	48

Subtest VII - Colonial America to 1800

25	64
26	63
27	30
28	47
29	46
Total 25-29	50

Subtest VIII - 1800-1861

30	40
31	43
32	78
33	83
34	35
Total 30-34	56

Subtest IX - 1861-1900

Items	% Achievement Level
35	34
36	68
37	41
38	69
39	25
Total 35-39	47

Subtest X - 1900-1932

40	42
41	26
42	34
43	72
44	51
45	55
Total 40-45	47

Subtest XI - 1932-1970

46	36
47	50
48	74
49	40
50	24
51	26
Total 46-51	42

Roanoke

POST TEST STATISTICS

Group: Grades 7-8 Control

Total Test Statistics	
Number of total students	118
Mean Score	25.64
SD	7.40
Reliability	.82

Subtest Achievement Levels

Subtest I - Recognizing Famous Leaders

Items	% Achievement Level
1	52
2	95
3	31
Total 1-3	59

Subtest II - Recognizing Political Symbols

4	30
5	54
Total 4-5	42

Subtest III - Reading Graphs

6	79
7	64
8	54
Total 6-8	66

Subtest IV - Identifying Time Relationships

Items	% Achievement Level
9	49
10	24
11	13
12	94
13	62
14	71
15	40
16	49
Total 9-16	50

Subtest V - Reading Maps and U.S. Geography

17	62
18	53
19	57
20	58
Total 17-20	58

Subtest IV - Interpreting Written Sources

21	52
22	44
23	43
24	42
Total 21-24	45

Subtest VII - Colonial America to 1800

25	60
26	65
27	15
28	42
29	35
Total 25-29	43

Subtest VIII - 1800-1861

30	43
31	33
32	72
33	86
34	27
Total 30-34	52

Subtest IX - 1861-1900

Items	% Achievement Level
35	67
36	77
37	43
38	69
39	18
Total 35-39	55

Subtest X - 1900-1932

40	37
41	21
42	44
43	71
44	56
45	66
Total 40-45	49

Subtest XI - 1932-1970

46	17
47	48
48	76
49	56
50	26
51	22
Total 46-51	41

COLLEGE OF EDUCATION
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Office of Educational Services
Blacksburg, VA. 24061

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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CHESTERFIELD COUNTY PUBLIC SCHOOLS
SOCIAL STUDIES EVALUATION PROJECT
1977-1978

Larry Weber
Dan Fleming

SOCIAL STUDIES

EVALUATION PROJECT

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Social Studies Evaluation

Project

PROCEDURES

A project to upgrade the knowledge and skills of students in American History in Chesterfield County schools was conducted during the 1977-78 academic year. The format of the project consisted of the following elements. Classes of students in grades 7-8 were assigned to experimental and control groups. In the fall of 1977 all students in both groups were administered an American History pretest. Knowledge and skills that were tested are listed in Illustration 1. Copies of pre and post tests for each level are included in the appendices. Tests of all students were scored and results compiled in group data. Tests and test results of students in the experimental group were returned to teachers with instructions to review the test results with their students. An inservice session for experimental teachers by project staff was also provided. Students in the control group were not given feedback. In May of 1978 all students were post tested with a parallel form of the pretest. Post tests of students were scored and results compiled in group data. The remainder of this section of the report will be devoted to data treatment and a discussion of the findings of the study.

ILLUSTRATION 1

AMERICAN HISTORY KNOWLEDGE AND SKILLS TEST

Part I: Recognizing Famous Leaders: The ability to identify pictures of well known leaders from the past.

Part II: Recognizing Political Symbols: The ability to identify well known political symbols found in comtemporary life.

Part III: Reading Graphs: The ability to comprehend and draw inferences from a line graph.

Part IV: Identifying Time Relationships: The ability to demonstrate a knowledge of chronology concerning people, events and technology.

Part V: Reading Maps and U.S. Geography: The ability to locate important geographical features of the United States and to determine direction and scale of miles on a map.

Part VI: Interpreting Written Sources: The ability to interpret differing accounts of the same event, determine point of view of an author and to make generalizations based on evidence.

Part VII through XI: Knowledge of American History: Items 35 through 51 determine student knowledge of major persons, events, terms and geography particularly significant for each of five chronological periods of United States history.

PROCEDURES/METHODOLOGY

The statistics used in analyzing data for the study are descriptive. When tests of significance were conducted non-parametric statistical techniques were used because funds allocated to analyzing the data did not allow extensive data treatment. Analyses that were conducted and discussion and conclusions were based primarily on rational and logical premises and from inspections of the quantitative data.

FINDINGS

Comprehensive results for both experimental and control groups for all levels of students are presented in Table 1. Information included at the beginning of each table are the number of students who took the test, the average score attained by the group, the test standard deviation, and reliability estimates of the test.

Immediately following the information at the top of Table 1 are subtest achievement levels, in percent, for students in both experimental and control groups. For example, the achievement level of 7-8 grade students in the experimental group on the Recognizing Famous Leaders skill area of the pre-test was 83%; it was 85% for the control group on the pre-test; 66% for the experimental group on the post test and 71% for the control group on the post test. Other information relative to other skill and knowledge areas in the table can be interpreted in a similar fashion.

A more detailed breakdown of student performance is contained in Appendix 3, where statistics showing achievement of students on individual items within a subtest are given. Scrutiny of the statistics should provide information about the strengths and weaknesses students have on the material that was tested by specific questions within a skill area.

The establishment of criteria to judge the efficacy of the treatment used in this study was a subjective matter. Many competency-based educators suggest the 80% achievement level as satisfactory performance and evidence

Table 1
COMPREHENSIVE TEST STATISTICS
Grades 7 - 8

	Pre-Test	Post Test
No. Students-Exp. Group	561	575
No. Students-Control Group	232	205
Mean. Score-Exp. Group	28.89 (57%)	32.18 (63%)
Mean. Score-Control Group	28.91 (57%)	32.37 (63%)
Std. Deviation-Exp. Group	8.32	9.17
Std. Deviation-Control Group	7.41	6.78
Reliability (KR-20) Exp. Group	.87	.89
Reliability (KR-20) Control Group	.83	.81

SUBTEST PERCENT ACHIEVEMENT LEVELS
PRE & POST TESTS
Grades 7 - 8

Subtest	Experimental		Control	
	Pre	Post	Pre	Post
Recognizing Famous Leaders	83	66	85	71
Recognizing Political Symbols	65	59	69	62
Reading Graphs	84	81	86	84
Identifying Time Relationships	76	66	75	62
Reading Maps and U.S. Geography	59	71	61	74
Interpreting Written Sources	57	57	52	55
Colonial America - 1800	50	57	51	53
1800 - 1861	53	65	56	61
1861 - 1900	49	64	49	69
1900 - 1932	35	60	34	66
1932 - 1970	41	55	39	54

of a successful program. Accordingly, the achievement of 80% proficiency in a skill or knowledge area was used as evidence of treatment success.

For both experimental and control groups the 80% level of proficiency was attained on one (of a possible 11) skill areas on the post test. That area was Reading Graphs. See Table 1. These data are not supportive of treatment group effectiveness.

Other analyses comparing the performance of control and experimental groups were conducted and, as mentioned earlier, while no attempt was made to equate the pre and post tests for difficulty level and statistical tests of significance were not conducted, inspection of the data at the top of Table 1 makes it hard to infer that the experimental group exhibited superiority over the control group. Look at the data for students in grades 7-8. On the pre-test the experimental group and the control groups both scored at the 57% level. On the post test they both scored at the 63% level. At the time of pretesting differences did not exist between the two groups on total test performance nor did a difference exist at post testing. Both groups exhibited the same gain between testings.

Another analysis conducted to detect whether the treatment was more effective on the experimental group was a determination of the number of skill areas where the increase or decrease on the post test, as measured by percent of achievement gain or loss, when compared to the pre-test, was at least 5%.* (Refer to Table 1). A 5% gain by the 7-8 grade experimental group between pre and post testings were shown in six areas:

1. Reading Maps & U.S. Geography
2. Colonial America to 1800
3. 1800-1861
4. 1861-1900
5. 1900-1932
6. 1932-1970

---

*5% is an arbitrary figure which the evaluator used as a meaningful change between testings. It has been used in other research of this type.

This data can be compared to the 7-8 grade control groups data which indicated 5% gains in five areas, which were identical to those listed above save Colonial America to 1800. The experimental group for 7-8 grade students declined by 5% points or more in three categories, the same number as the control group. No advantage for either group is apparent from these data.*

Inquiry was made into which group gained the greatest number of percentage points (or lost the fewest points) between pre and post testings for each area included in the tests. Chi square tests of significance were conducted to see if statistically significant differences existed between the two groups. For 7-8 grade students the experimental group showed superiority in most points gained or fewest lost between pre and post testings in four areas and the control group showed superiority in seven areas. Chi square tests using the .10 level for significance were conducted. Significant differences between experimental and control groups did not exist. Chi Square equaled 1.64.

CONCLUSIONS:

Based on the analysis of data for the two groups of students tested during the current year there is no evidence to suggest that the experimental group performed at a level better than that of the controls. On all comparisons made between the groups similar results were obtained.

Furthermore the relatively low level of performance by students in both groups is not encouraging. If the purpose of the test is to measure competence and if it may be assumed that students should exhibit a relatively high level of performance on the skills and knowledge areas measured by this test of American History the findings are downright pessimistic. The achievement level of 80%, accepted by many educators as satisfactory evidence of program success was attained by students in experimental and control groups in only one subtest area, out of a possible eleven. In fact, the overall performance by both groups, 63% barely falls into the marginal range of acceptability. (60-80%)

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* Two categories of student decline from the pre-test to the post-test should be noted. The subtest areas recognizing Famous Leaders and Recognizing Political Symbols may not have been equally difficult for the pre test and the post test. However student performance on these areas was disappointing since the specific individuals and symbols to be included on the posttest were selected by the experimental teachers in an inservice workshop held after the pre-test was given.

These findings are in general agreement with those of similar studies conducted by the investigators. In rare instances are findings in favor of the experimental groups demonstrated. As mentioned in prior recommendations, the implementation of an education program designed to upgrade abilities of students in areas of deficiency needs to be made. It may be that attention to the development of skills and knowledge in American History will remedy the problem. Finally, it is recommended that school systems scrutinize their goals in relation to American History and find out if they are compatible with those measured by the test.

Appendix 1

Social Studies Tests, Instructions, and Answer Keys

Instructions for Completing the
Answer Sheet and Taking the Test

USE A "NUMBER 2" PENCIL

- -

Answer Sheet Instructions

1. On the top line fill in the student name.

2. On the second line, show course name and level such as:

   U.S. History, Grade 7

   On the second line where index no. is shown, write in the last name of the teacher of the class such as:

   Jones
   Index No.

   On the second line fill in the date the test is taken.

3. Under the heading, Group No., fill in 1 for experimental group or 2 for control group.

- -

Test Taking Instructions

1. Have the students examine the sample shown in the upper right-hand corner.

2. The test is designed for a normal class period. It is not expected that more time should be needed.

3. Ask students not to mark on either the test or the answer sheet except when answering questions.

- -

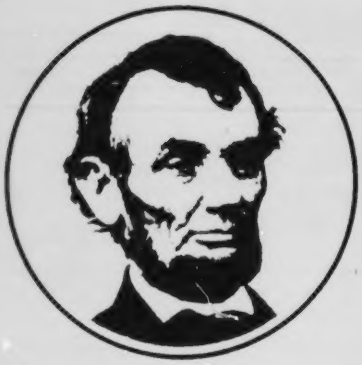
Experimental teachers keep the tests. Control teachers are to return all tests to the social studies supervisor.

AMERICAN HISTORY PRE-TEST
Fall, 1977

Part I. Recognizing Famous Leaders

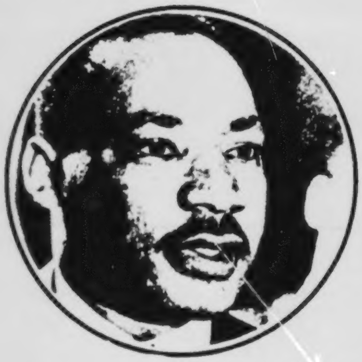
Shown below are three well known leaders from the past. Match the number by the name of the leader with the right picture.

1.



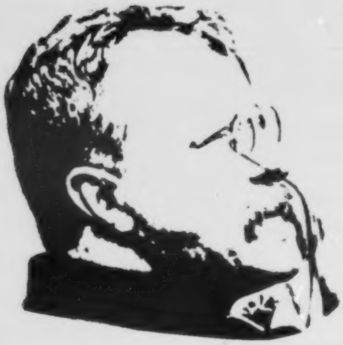
1. George Washington
2. Ben Franklin
3. Abraham Lincoln
4. Robert E. Lee

2.



1. Booker T. Washington
2. Martin Luther King
3. Andrew Young
4. George Washington Carver

3.

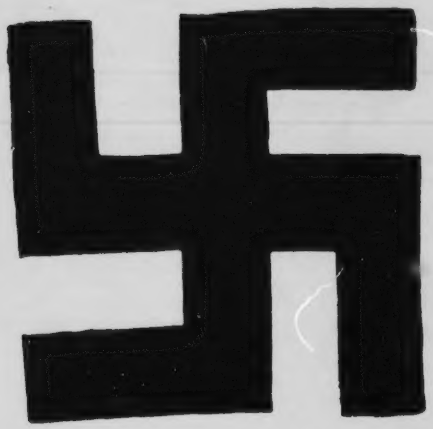


1. Woodrow Wilson
2. Teddy Roosevelt
3. John F. Kennedy
4. Charles Lindbergh

Part II. Recognizing Political Symbols

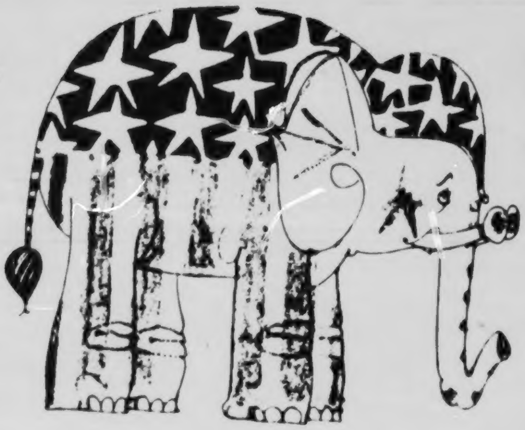
Shown below are two well known political symbols. Match the the number by the symbol meaning with the symbol.

4.



1. Red China
2. Nazi Germany
3. French Foreign Legion
4. Vietcong

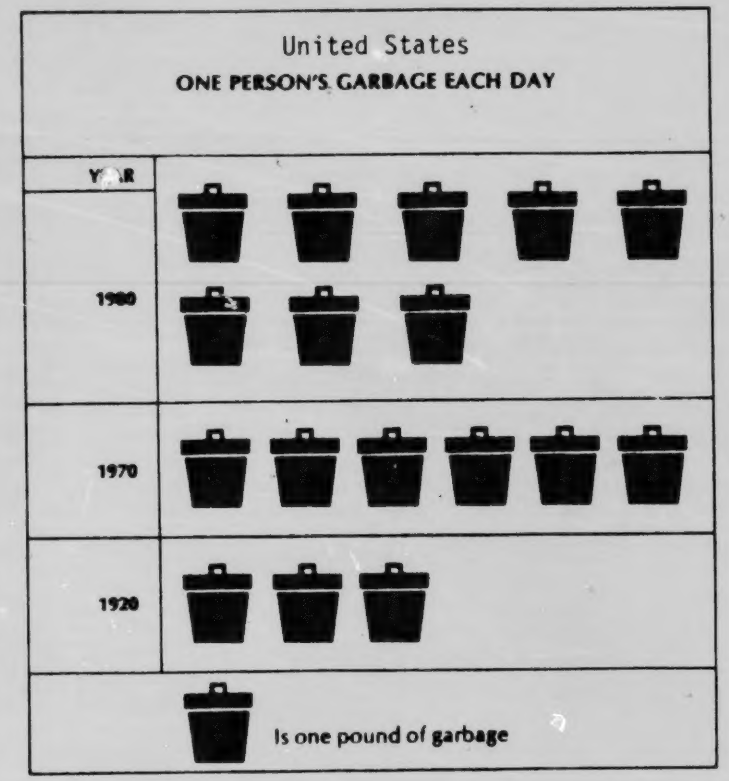
5.



1. India
2. Republican Party
3. Democratic Party
4. League of Nations

Part III. Reading Graphs

Using the graph shown below, answer the questions shown below.



6. In the year 1920, each person in the United States produced how many pounds of garbage a day?

   1. 3 pounds
   2. 6 pounds
   3. 8 pounds
   4. not shown

7. Based on the graph, you might conclude:

   1. Americans are becoming less wasteful.
   2. Americans are becoming more wasteful.
   3. The amount of garbage Americans throw away each day is about the same now as in the past.

8. Based on trends for the future shown in the graph, a major problem in the United States will some day be:

   1. finding places to dump garbage.
   2. finding metal for garbage cans.
   3. noise pollution from garbage trucks.
   4. finding people to work as garbage collectors.

Part IV. Identifying Time Relationships

There are four items, persons, or events given for each question. Mark the number for the item that happened first in time of the four listed. For example:

1. son
2. father
3. great grandfather
4. grandfather

The answer would be 3., great grandfather since he was the first of the four in time.

9. Which occurred first?

   1. the signing of the Declaration of Independence
   2. California Gold Rush
   3. freeing of the slaves
   4. the settling of Jamestown, Virginia

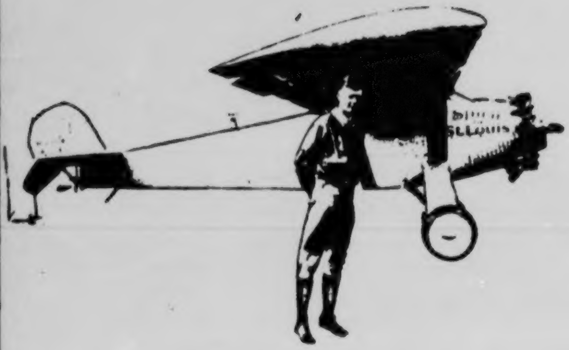
10. Who was President first?

    1. Abraham Lincoln
    2. Andrew Jackson
    3. Thomas Jefferson
    4. Grover Cleveland

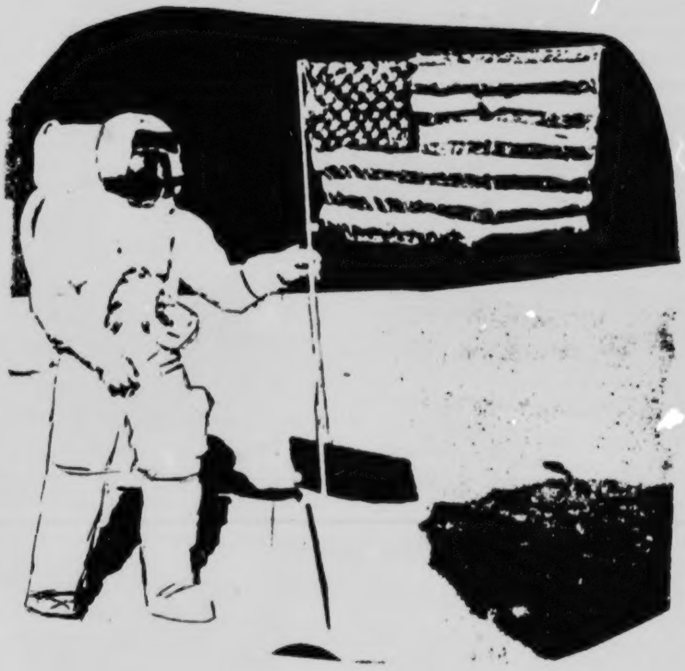
11. Listed below are four famous American slogans. A slogan is a catchy saying used to build public support. Which was used first?

    1. "Remember the Alamo"
    2. "Give Me Liberty or Give Me Death"
    3. "Remember the Maine"
    4. "Ask not what your country can do for you; ask what you can do for your country."

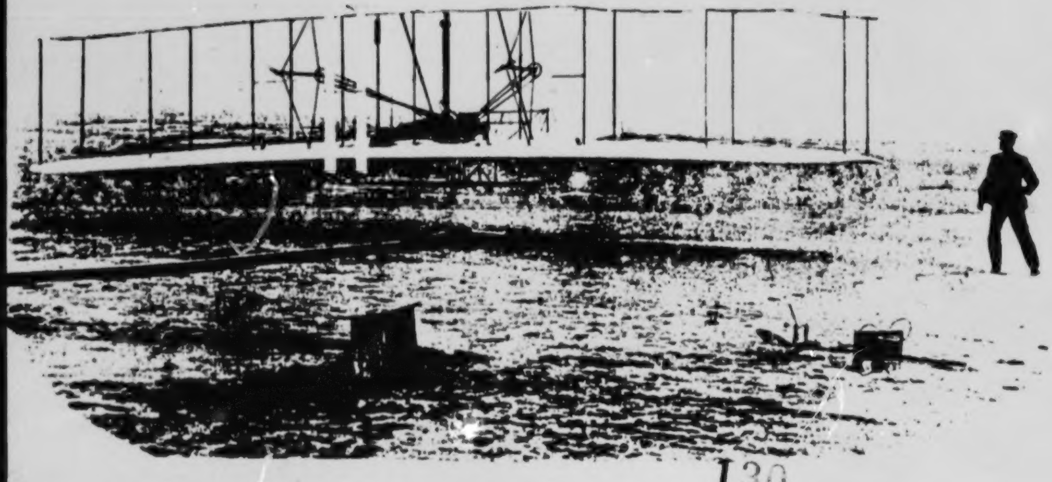
12. Shown below are three pictures representing three types of travel at different stages of history. Which took place first?



(1)



(2)



(3)

Questions 13-16 are about three different communities at different points in United States history. You are to answer the questions below based on the descriptions of the communities.

A. The community is made up of thousands of families, most of who recently came to the United States by boat from Italy. It is really a part of a larger city. The people live in crowded tenements and many still speak only Italian and work at low paying jobs in factories.

B. The community is small and consists of a few families who live in sod huts located near the railroad. The flatland surrounding the area is good for growing wheat and the most of the people are farmers.

C. The community is located near the river where the canoe and raft are the main forms of transportation. The threat of Indian attacks is still a problem and although the soil is rich, clearing the thick forests is difficult work. The people live in log cabins.

13. Which of the three communities probably appeared the earliest in the United States?

    1. A
    2. B
    3. C

14. Which of the three communities would come closest to being the same today in the United States as it was described above?

    1. A
    2. B
    3. C

15. Community A would most likely have been found in what part of the United States?

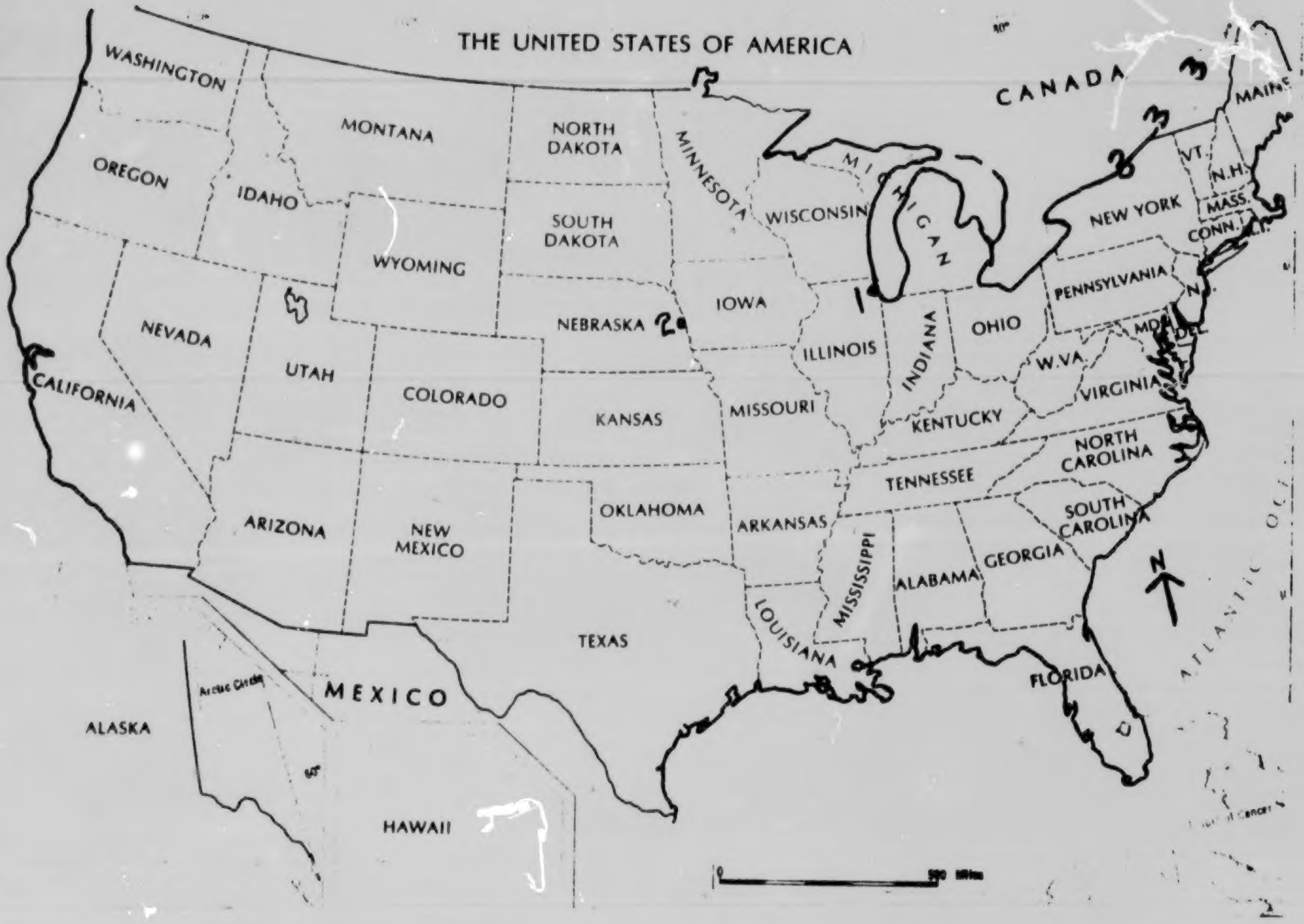
    1. the Northeast
    2. the Southeast
    3. the Midwest
    4. the Southwest

16. Community B would most likely have been found in what part of the United States?

    1. the Northeast
    2. the Southeast
    3. the Midwest
    4. the Southwest

Part V. Reading Maps and U.S. Geography

Using the map below answer the questions 17-21.



17. Maine is located in what part of the United States?
    1. the Northeast 3. the Southwest
    2. the Southeast 4. the Northwest

18. A person going from Kansas to Oregon would travel in what direction?
    1. Northeast 3. Southwest
    2. Southeast 4. Northwest

19. The distance from point one, Chicago, Illinois to point two, Omaha. Nebraska is roughly how far?
    1. 225 miles 3. 475 miles
    2. 325 miles 4. 875 miles

20. What is the body of water bordering the south of Louisiana?
    1. Caribbean Sea 3. Persian Gulf
    2. Ohio River 4. Bay of Fundy

21. The river separating Canada and the United States, item 3, that serves as a major trade route is what river?
    1. Rio Grande River 3. the Erie Canal
    2. St. Lawrence River 4. Columbia River

Part V. Interpreting Written Sources

Examine the two accounts of the Battle of Lexington shown below. Answer the questions below based on the accounts.

Who Fired That Shot?

One of the more interesting questions about the American Revolution is who fired the first shot at the battle of Lexington. The following are two accounts of what actually happened on that historic day, April 19, 1775, on Lexington green. One account is from a newspaper published in Salem, Massachusetts. A second account is from a London, England newspaper. Both were written soon after the battle.

Version I.

At Lexington. . .a company of (American) militia. . . gathered near the meeting house. The (British) troops came in sight of them just before sunrise; and running within a few rods of them, the Commanding Officer (Pitcairn) spoke to the militia in words to this effect: "Go home, you rebels--damn you, throw down your arms and go home;" upon which the troops (cheered), and immediately one or two British officers discharged their pistols, which were instantaneously followed by firing by four or five of the soldiers, and then there seemed to be a general discharge from the whole body. Eight American men were killed and nine wounded. . .

Version II.

. . .Six companies of (British) light infantry. . .at Lexington found a body of the country people under arms, on a green close to the road. And when the King's troops marching up to them, to find out the reason of their being so assembled, they went off in great confusion. And several guns were fired upon the King's troops from behind a stone wall, and also from the meeting house and other horses. One man was wounded, and Major Pitcairn's horse was shot in two places. As a result of this attack by the American rebels, the British troops returned the fire and killed several of them . . .

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22. Version I was probably found in which newspaper?
    1. the London newspaper
    2. the Salem newspaper

23. Based on the two accounts, the reader could reasonably conclude:
    1. the Americans started the battle.
    2. the British started the battle.
    3. it is not clear at all which side started the battle.

24. The best way to read how the battle really started would be to:
    1. read the diaries of soldiers of the battle.
    2. talk to the great-great-great grandchildren of the soldiers.
    3. see a play about the battle.
    4. read an account in an American history textbook.

25. Based on the two versions you have read, what can you reasonably conclude about what you read in newspapers today?
    1. American newspapers are more fair than British newspapers.
    2. British newspapers are more fair than American newspapers.
    3. Newspapers tend to present a view favoring their own country when in a disagreement with another country.
    4. Newspapers are equally fair to all sides in reporting the news.

Part VII. Colonial America to 1800

26. Which statement best represents the goals of the Bill of Rights?
    1. laws should not be changed
    2. desire for wealth
    3. government control of all life
    4. respect for the individual

27. The basic law of our country is found in the document known as:
    1. the Sixteen Points.
    2. the U. S. Constitution.
    3. the Declaration of Independence.
    4. the United Nations Charter.

28. The two main powers wanting control of the colonies, particularly in the North were England and what nation?
    1. Germany
    2. France
    3. Russia
    4. Portugal

29. A key issue leading to the American Revolution was the disagreement between the Americans and the British over?
    1. Indian policy.
    2. taxing power.
    3. slavery.
    4. individual voting rights.

30. An important feature of the U. S. Constitution is the system in which Congress, the President, and the Supreme Court have controls over each other. This important principle is known as:

    1. checks and balances.
    2. judicial review.
    3. impeachment.
    4. the elastic clause.

Part VIII. 1800 to 1861

31. The major geographic problem for settlers traveling to the west coast was:

    1. the Rocky Mountains.
    2. the Great Plains.
    3. the Mississippi River.
    4. Death Valley.

32. The election of Andrew Jackson as President represented:

    1. more say for the common man.
    2. a weaker Presidency.
    3. a more warlike policy for the United States.
    4. control of American politics by New England.

33. The growth of the United States in land area from the first settlements to the Civil War could be described as:

    1. almost none.
    2. slight.
    3. some.
    4. great.

34. Several new states were formed in the period before the Civil War in 1861. The issue that divided much of the country concerning these new states centered around what problem?

    1. slavery
    2. voting rights for women
    3. Indian reservations
    4. trade laws

35. Several forms of transportation became quite popular in the early 1800'rds and did much to help the growth of the United States. Which of the following was NOT an important form of transportation in the fifty years before the Civil War in 1861?

    1. canals
    2. electric street cars
    3. railroads
    4. steam boats

Part IX. 1861-1900

36. Slavery was ended in the United States as a result of the:

    1. Mexican War.
    2. Civil War.
    3. Spanish American War.
    4. War of 1812.

37. The time following the Civil War in the South was known as:

    1. Reconstruction.
    2. New Nationalism.
    3. The New Deal.
    4. Era of the Common Man.

38. With the growth of industry in the late 1800'rds, many problems also appeared. One of the worst was?

    1. bad working conditions in factories.
    2. a shortage of raw materials.
    3. lack of voting rights for women.
    4. a shortage of workers.

39. The rise of the factory system after the Civil War caused:

    1. a decline of governmental power.
    2. a growth of family size.
    3. workers to be happier with their lives.
    4. the growth of cities.

40. An important result of the Spanish-American War was that the United States:

    1. gained overseas territory.
    2. became a major trade center.
    3. became the world's leading naval power.
    4. became more interested in European politics.

Part X. 1900-1932

41. Most of the immigrants from Europe entering the United States in the early 1900'rds came from Eastern and Southern Europe. The bulk of these immigrants settled in:

    1. large cities in the Northeast.
    2. the farm areas of the Midwest.
    3. the deep South, both on farms and in cities.
    4. the cities of the Pacific coast.

42. In 1904, United States under the leadership of President Roosevelt gained control of a territory greatly helping them in shipping. This territory was located in?

    1. Shanghai.
    2. Panama.
    3. Mexico.
    4. Tripoli.

43. The reform movement of the early 1900'rds is often called:

    1. the New Deal.
    2. Era of Hope.
    3. the Progressive Era.
    4. the New Nationalism.

44. The United States fought against Germany in World War I for all of the following reasons EXCEPT:

    1. German submarine welfare.
    2. historic ties with Great Britain.
    3. sinking of the Lusitania.
    4. British blockade of German ports.

45. The American President during World War I who led the fight for the League of Nations was?

    1. Teddy Roosevelt
    2. William Howard Taft
    3. Woodrow Wilson
    4. Warren G. Harding

46. Mass production contributed greatly to a higher standard of living for Americans in the Twentieth Century. What single invention had the most effect on American life?

    1. the automobile
    2. the airplane
    3. the radio
    4. the telephone

Part XI. 1932-1970

47. The main change resulting from the New Deal policies of the 1930's was:

    1. the government assumed more responsibility for the welfare of the individual citizen.
    2. lower taxes.
    3. the decline of the American city.
    4. more rights for minority groups.

48. The President of the United States through the New Deal years and most of World War II was?

    1. Franklin D. Roosevelt.
    2. Harry S. Truman.
    3. Herbert Hoover.
    4. John F. Kennedy.

49. World War II began for the United States when what country launched an attack on Pearl Harbor, December 7, 1941.

    1. Germany
    2. Italy
    3. Japan
    4. Russia

50. A new era of warfare began near the end of World War II as the result of the American use of?

    1. jet fighting planes.
    2. tanks.
    3. the atomic bomb.
    4. flame throwers.

51. The period immediately after World War II is sometimes referred to in describing Russian-United States relations as?

    1. the Iron Curtain.
    2. the Cold War.
    3. X-Y-Z Deadlock.
    4. the Double Entente.

52. An important outcome of the 1960's was:

    1. increased civil rights for minority groups.
    2. the ending of the war in Korea.
    3. Watergate and the resignation of President Nixon.
    4. the improvement of life in the cities.

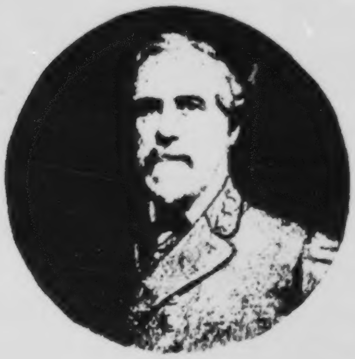
AMERICAN HISTORY POST-TEST

Spring 1978

Part I. Recognizing Famous Leaders

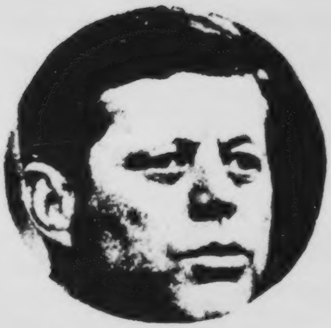
Shown below are three well known leaders from the past. Match the number by the name of the leader with the right picture.

1.



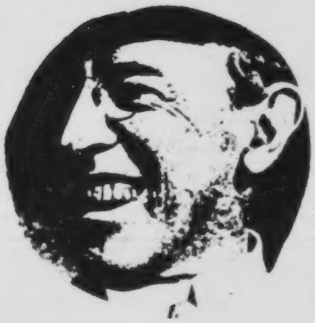
1. Grover Cleveland
2. Ulysses S. Grant
3. Abraham Lincoln
4. Robert E. Lee

2.



1. Franklin D. Roosevelt
2. J. Edgar Hoover
3. Dwight D. Eisenhower
4. John F. Kennedy

3.

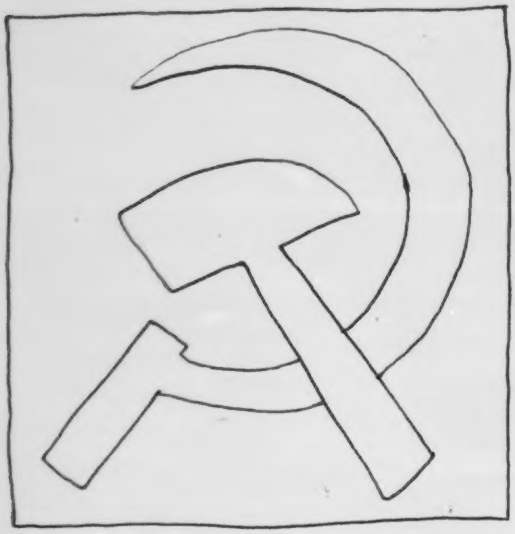


1. Woodrow Wilson
2. Teddy Roosevelt
3. Harry S. Truman
4. Charles Lindbergh

Part II. Recognizing Political Symbols

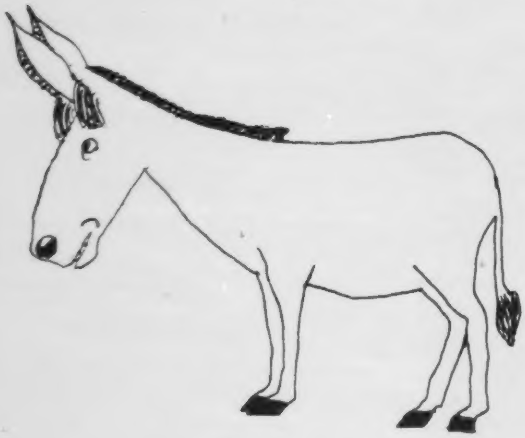
Shown below are two well known political symbols. Match the number by the symbol meaning with the symbol.

4.



1. Communist Russia
2. Nazi Germany
3. farmer's alliance
4. labor unions

5.

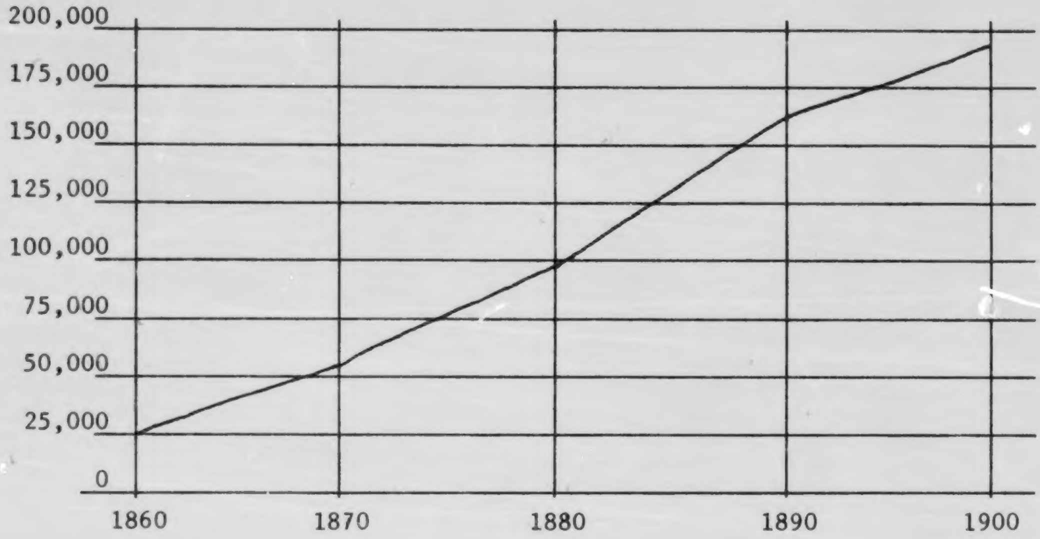


1. War on Poverty
2. Republican Party
3. Democratic Party
4. League of Nations

Part III Reading Graphs

Using the graph shown below, answer the questions shown below.

Railroad Mileage in the United States



6. By the year 1900, how many miles of railroads would you find in the United States?

    1. 50,000
    2. 90,000
    3. 160,000
    4. 190,000

7. Based on the graph, you might conclude which of the following increased?

    1. travel
    2. farm production
    3. military activities

8. Based on the graph, which of the following probably increased most rapidly from 1860 to 1900?

    1. cattle production
    2. wheat production
    3. steel production
    4. clothing production

Part IV. Identifying Time Relationships

There are four items, persons, or events given for each question. Mark the number for the item that happened first in time of the four listed. For example:

1. son	3. great grandfather
2. father	4. grandfather

The answer would be 3., great grandfather since he was the first of the four in time.

---

9. Which occurred first?

1. the invention of the airplane
2. the creation of the League of Nations
3. the rise of the Klu Klux Klan
4. the Battle of the Alamo

---

10. Who was President first?

1. Woodrow Wilson
2. Theodore Roosevelt
3. Franklin D. Roosevelt
4. Herbert Hoover

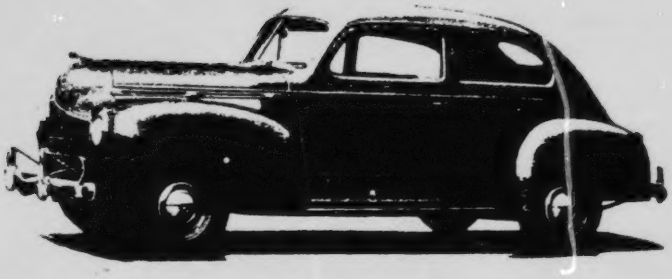
---

11. Listed below are four famous American slogans. A slogan is a catchy saying used to build public support. Which was used first?

1. "Remember Pearl Harbor"
2. "We Shall Overcome"
3. "Remember the Lusitania
4. "Remember the Maine"

---

12. Shown below are three pictures representing three types of travel at different stages of history. Which took place first?



(1)

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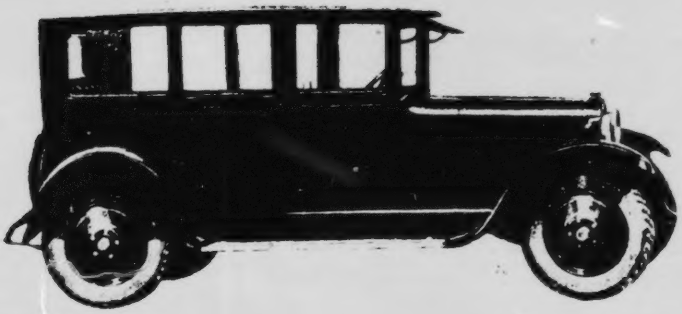
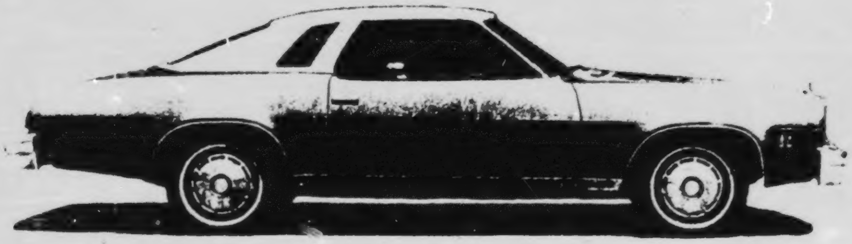
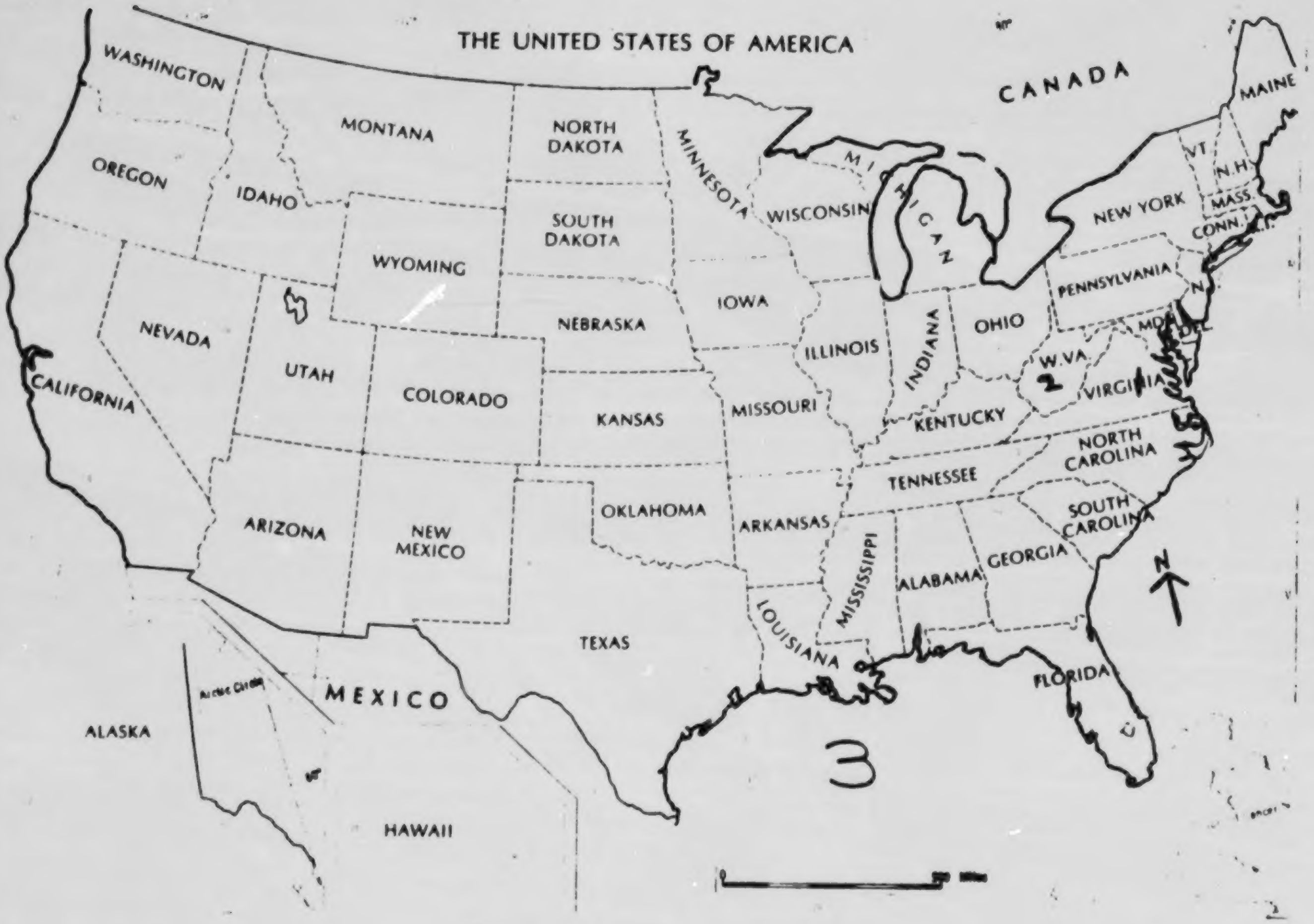




(3)

Part V. Reading Maps and U.S. Geography

Using the map below answer the questions 17-20.



17. Florida is located in what part of the United States?
    1. the Northeast
    2. the Southeast
    3. the Southwest
    4. the Northwest

18. A person going from Texas to Virginia would travel in what direction?
    1. Northeast
    2. Southeast
    3. Southwest
    4. Northwest

19. The distance from point one, Richmond, Virginia to point two, Charleston, West Virginia is roughly how far?
    1. 125 miles
    2. 250 miles
    3. 375 miles
    4. 475 miles

20. What is the body of water, number 3, south of Louisiana?
    1. Caribbean Sea
    2. Atlantic Ocean
    3. Gulf of Mexico
    4. Mississippi River

Part V Interpreting Written Sources

Examine below the two accounts of an antiwar demonstration held at the Pentagon Building in 1967. Version I is from the London Times and Version II is from *Time* magazine.

Version I. The vast defense Department building, the Pentagon, which stands on 583 acres of lawn and car parks, was penetrated briefly yesterday by a few dozen youngsters. United States marshals, with clubs swinging, quickly turned their attack into a retreat.

Version II. Against that physically and functionally immovable object last week surged a self-proclaimed irresistible force of 35,000 ranting, chanting protesters who are absolutely opposed to the U.S. war in Vietnam. By the time the demonstration had ended, more than 425 irresistibles had been arrested, 13 more had been injured, and the Pentagon had remained immobile.

21. The author of Version II probably·

    1. liked demonstrations against the war in Vietnam
    2. disliked demonstrations against the war

22. Based on the two accounts, the reader could conclude·

    1. a sizeable struggle took place at the Pentagon
    2. very little struggle took place at the Pentagon
    3. it is not clear how much of a struggle took place at the Pentagon

23. The best way to find out what really happened at the Pentagon demonstration would be to:

    1. read about the demonstration in a Russian newspaper
    2. interview people from both sides of the dispute who were actually there
    3. see a play about the demonstration
    4. read about the demonstration in a United States history textbook

24. Based on the two versions you read, what can you reasonably conclude about what you read in news publications?

    1. News publications are not consistent in their reporting of the same event
    2. Generally you can accept what you read in news publications as being accurate
    3. The viewpoint of a country's government has no influence on news publications
    4. News publications are fair in their treatment of all sides of a dispute

Part VII Colonial America to 1800

25. Individual protection for citizens of the United States is based on:

    1. the United Nations Charter
    2. the Reform Act of 1832
    3. the Bill of Rights
    4. the Emancipation Proclamation

26. The framework of our government is based on:

    1. common law
    2. the Magna Carta
    3. the Declaration of the Rights of Man
    4. the Constitution of the United States

27. By 1800 a rapidly developing route of travel was the:

    1. Northwest Passage
    2. Ohio and Mississippi Rivers
    3. Oregon Trail
    4. Union Pacific Railroad

28. A big weakness of the Articles of Confederation was:

    1. the states were too weak compared with Congress
    2. there was no single executive or head to carry out the laws under the Articles
    3. the Congress could not make war and peace
    4. it provided for too many meetings of Congress

29. A system of government created by the U.S. Constitution in which a central government divides and shares power with the states is known as a:

    1. parlimentary system
    2. federal system
    3. unitary system
    4. democratic system

Part VIII 1800 to 1861

30. The United States gained a huge area of land from the Louisiana Purchase. This land was bought from:

    1. England
    2. Spain
    3. France
    4. Germany

31. The election of what President began the "spoils" system and opened up the charge of "mob rule"?

    1. Thomas Jefferson
    2. John Adams
    3. James Madison
    4. Andrew Jackson

32. The underground railroad was a means of helping slaves escape. A famous worker in this effort was:

    1. Harriet Tubman
    2. Coretta King
    3. Dorothea Dix
    4. Jane Addams

33. An important product of the South that helped continue slavery was:

    1. steel
    2. wheat
    3. cotton
    4. lumber

34. The most important cause of the War of 1812 was:

    1. British interference with American rights to the sea
    2. British tax policy
    3. American desire to help the French
    4. British invasion of American territory

Part IX 1861 - 1900

35. Which of the following freed the slaves in the Confederate states:

    1. Declaration of Independence
    2. Bill of Rights
    3. Declaration of Rights of Man
    4. Emancipation Proclamation

36. A struggle resulted after the Civil War over how to treat the South. This resulted in an attempt to remove President Johnson from office in a process known as:

    1. amnesty
    2. recall
    3. impeachment
    4. dissolution

37. The period after the Civil War found a sharp growth of:

    1. giant industries
    2. more rights for the working man
    3. government control of business
    4. interest in saving natural resources

38. The inventor who did more than anyone else to find uses for electricity was:

    1. Alexander Graham Bell
    2. Samuel F. B. Morse
    3. Colonel E. L. Drake
    4. Thomas A. Edison

39. Many nations including the United States became interested in acquiring land outside its boundaries. This policy is known as:

    1. nationalism
    2. imperialism
    3. populism
    4. pluralism

Part X 1900 - 1932

40. Many people calling for reforms in society spoke out in the early 1900s. Most of these concerns dealt with the life:

    1. of the poor in factories and cities
    2. on the farm
    3. of poor people in other countries
    4. of sailors at sea

41. A new area of interest and concern particularly pushed by President Theodore Roosevelt was that of:

    1. tax policies
    2. increasing world trade
    3. conservation of natural resources
    4. better relations with Latin America

42. An important outcome of World War I was the setting up of an organization to help keep world peace. This organization was called:

    1. The League of Nations
    2. the Fourteen Points
    3. the United Nations
    4. the North Atlantic Treaty Organization

43. America's greatest hero as a result of his being the first flier to fly the Atlantic Ocean alone was:

    1. John Glenn
    2. Charles A. Lindbergh
    3. Neil Armstrong
    4. Eddie Rickenbacker

44. A new way of operating factories resulted in more goods at a lower price for all Americans. This process is known as:

    1. barter
    2. checks and balances
    3. dollar diplomacy
    4. mass production

45. A group opposing Jews, Catholics, foreigners and blacks became quite large and powerful in the United States by the 1920s. This group was the:

    1. Knights of the White Cross
    2. Heroes of the Confederacy
    3. Klu Klux Klan
    4. Nazi Party

Part XI 1932 - 1970

46. The period of the 1930s under the Presidency of Franklin D. Roosevelt was known as the:

    1. Fair Deal
    2. Square Deal
    3. New Deal
    4. Progressive Era

47. The economy of the 1930s under the Presidency of Franklin D. Roosevelt could be described as a period of:

    1. prosperity
    2. depression
    3. stagflation
    4. inflation

48. The leader of Nazi Germany during World War II was:

    1. Joseph Goebbels
    2. Konrad Adenauer
    3. Willy Brandt
    4. Adolph Hitler

49. A main ally of the United States in World War II was:

    1. Russia
    2. Japan
    3. Sweden
    4. Turkey

50. The Marshall Plan under the leadership of President Truman was created in 1947. This Plan helped to:

    1. rebuild the industry and cities of western Europe
    2. to rebuild the armies of western Europe
    3. bring Asian countries under American influence
    4. improve U.S.-Latin American relations

51. A historic breakthrough in Civil Rights was made by the 1954 Supreme Court decision in the case:

    1. Baker v. Carr
    2. Plessy v. Ferguson
    3. Marbury v. Madison
    4. Brown v. the Board of Education of Topeka

AMERICAN HISTORY PRE-TEST GRADE 7 FALL, 1977

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47 ① ● ③ ④ ⑤
48 ① ② ③ ● ⑤
49 ● ② ③ ④ ⑤
50 ● ② ③ ④ ⑤
51 ① ② ③ ● ⑤

Appendix 2

Pre Test Results

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF CURRICULUM AND INSTRUCTION

January 30, 1978

MEMORANDUM

TO: Chesterfield County Schools, Patricia S. Shifflett, Director

FROM: Dr. Dan B. Fleming and Dr. Larry J. Weber

SUBJECT: American History Pretest Results/Social Studies Pilot Project

The attached report summarizes performance of students in the Chesterfield County School System on the American History pretest administered during the fall, 1977 term. The American History Test is considered a criterion referenced (CR) test. CR tests are mastery oriented, which means that the performance level of students is compared to a pre set criterion level, and not to the performance of norm groups.

For CR tests, a mastery level frequently is established in the 60-80% range. In any area where the performance level is 80% or above students in your system are performing at a satisfactory level; in areas where performance ranges from 60-79%, performance is marginal; in areas where performance is below 60%, performance is unsatisfactory. The enclosed materials show the summary results of students in the Chesterfield County Schools.

/tls

Enclosure

Table 1
Summary Performance
of
Chesterfield County Schools Students (Experimental)
on
Subtests of the American History Pretest

Grade Level 7-8

Satisfactory (above 80%):

Subtest I - Recognizing Famous Leaders
Subtest III - Reading Graphs

Marginal (60-79%):

Subtest II - Recognizing Political Symbols
Subtest IV - Identifying Time Relationships
Subtest VI - Interpreting Written Sources

Unsatisfactory (below 60%):

Subtest V - Reading Maps and U.S. Geography
Subtest VII - Colonial America to 1800
Subtest VIII - 1800-1861
Subtest IX - 1861-1900
Subtest X - 1900-1932
Subtest XI - 1932-1970

Table 2
Summary Performance
of
Chesterfield County Schools Students (Control)
on
Subtests of the American History Pretest

Grade Level 7-8

Satisfactory (above 80%):

Subtest I - Recognizing Famous Leaders
Subtest III - Reading Graphs

Marginal (60-79%):

Subtest II - Recognizing Political Symbols
Subtest IV - Identifying Time Relationships
Subtest V - Reading Maps and U.S. Geography

Unsatisfactory (below 60%):

Subtest VI - Interpreting Written Sources
Subtest VII - Colonial America to 1800
Subtest VIII - 1800-1861
Subtest IX - 1861-1900
Subtest X - 1900-1932
Subtest XI - 1932-1970

Chesterfield County Schools

PRE TEST STATISTICS

Group: Grades 7-8 Experimental

Total Test Statistics

Number of total students	561
Mean score	28.89
SD	8.32
Reliability	.87

Subtest Achievement Levels

Subtest I - Recognizing Famous Leaders

Items	% Achievement Level
1	98
2	81
3	70
Total 1-3	83

Subtest II - Recognizing Political Symbols

Items	% Achievement Level
4	88
5	42
Total 4-5	65

Subtest III - Reading Graphs

Items	% Achievement Level
6	93
7	77
8	83
Total 6-8	84

Subtest IV - Identifying Time Relationships

Items	% Achievement Level
9	80
10	53
11	79
12	92
13	71
14	80
Total 9-14	76

Subtest V - Reading Maps and U.S. Geography

15	50
16	51
17	80
18	71
19	65
20	Omit
21	37
Total 15-21	59

Subtest VI - Interpreting Written Sources

22	63
23	61
24	41
25	61
Total 22-25	57

Subtest VII - Colonial America to 1800

26	62
27	50
28	53
29	64
30	22
Total 26-30	50

Subtest VIII - 1800-1861

31	47
32	47
33	51
34	59
35	63
Total 31-35	53

Subtest IX - 1861-1900

36	73
37	46
38	43
39	60
40	25
Total 36-40	49

Subtest X - 1900-1932

Items	% Achievement Level
41	40
42	58
43	26
44	16
45	24
46	44
Total 41-46	35

Subtest IX - 1932-1970

47	31
48	31
49	61
50	63
51	33
52	28
Total 47-52	41

Chesterfield Schools

PRE TEST STATISTICS

Group: Grades 7-8 Control

Total Test Statistics	
Number of total students	232
Mean Score	28.92
SD	7.41
Reliability	.83

Subtest Achievement Levels

Subtest I - Recognizing Famous Leaders

Items	% Achievement Level
1	97
2	79
3	80
Total 1-3	85

Subtest II - Recognizing Political Symbols

4	95
5	42
Total 4-5	69

Subtest III - Reading Graphs

6	94
7	84
8	81
Total 6-8	86

Subtest IV - Identifying Time Relationships

Items	% Achievement Level
9	81
10	50
11	76
12	97
13	72
14	76
Total 9-14	75

Subtest V - Reading Maps and U.S. Geography

15	52
16	57
17	84
18	74
19	69
20	Omit
21	27
Total 15-21	61

Subtest VI - Interpreting Written Sources

22	56
23	58
24	34
25	58
Total 22-25	52

Subtest VII - Colonial America to 1800

26	69
27	42
28	64
29	64
30	15
Total 26-30	51

Subtest VIII - 1800-1861

31	50
32	47
33	57
34	61
35	63
Total 31-35	56

Subtest IX - 1861-1900

Items	% Achievement Level
36	72
37	41
38	50
39	56
40	26
Total 36-40	49

Subtest X - 1900-1932

41	33
42	53
43	25
44	16
45	28
46	50
Total 41-46	34

Subtest XI - 1932-1970

47	22
48	30
49	62
50	62
51	33
52	26
Total 47-52	39

Appendix 3

Post Test Results

Chesterfield

POST TEST STATISTICS

Group: Grades 7-8 Experimental

Total Test Statistics	
Number of total students	575
Mean Score	32.18
SD	9.17
Reliability	.89

Subtest Achievement Levels

Subtest I - Recognizing Famous Leaders

Items	% Achievement Level
1	61
2	96
3	41
Total 1-3	66

Subtest II - Recognizing Political Symbols

Items	% Achievement Level
4	47
5	70
Total 4-5	59

Subtest III - Reading Graphs

Items	% Achievement Level
6	86
7	85
8	71
Total 6-8	81

Subtest IV - Identifying Time Relationships

Items	% Achievement Level
9	72
10	39
11	48
12	95
13	78
14	82
15	57
16	60
Total 9-16	66

Subtest V - Reading Maps and U.S. Geography

17	74
18	67
19	70
20	72
Total 17-20	71

Subtest IV - Interpreting Written Sources

21	55
22	51
23	68
24	54
Total 21-24	57

Subtest VII - Colonial America to 1800

25	68
26	75
27	39
28	43
29	49
Total 25-29	57

Subtest VIII - 1800-1861

30	53
31	49
32	85
33	88
34	48
Total 30-34	65

Subtest IX - 1861-1900

Items	% Achievement Level
35	56
36	80
37	58
38	77
39	47
Total 35-39	64

Subtest X - 1900-1932

40	60
41	29
42	56
43	83
44	67
45	65
Total 40-45	60

Subtest XI - 1932-1970

46	61
47	67
48	88
49	56
50	34
51	26
Total 46-51	55

Chesterfield

POST TEST STATISTICS

Group: Grades 7-8 Control

Total Test Statistics

Number of total students	205
Mean Score	32.37
SD	6.78
Reliability	.81

Subtest Achievement Levels

Subtest I - Recognizing Famous Leaders

Items	% Achievement Level
1	73
2	95
3	45
Total 1-3	71

Subtest II - Recognizing Political Symbols

4	54
5	70
Total 4-5	62

Subtest III - Reading Graphs

6	93
7	84
8	74
Total 6-8	84

Subtest IV - Identifying Time Relationships

Items	% Achievement Level
9	49
10	35
11	20
12	96
13	86
14	84
15	56
16	68
Total 9-16	62

Subtest V - Reading Maps and U.S. Geography

17	80
18	66
19	70
20	78
Total 17-20	74

Subtest IV - Interpreting Written Sources

21	59
22	46
23	64
24	50
Total 21-24	55

Subtest VII - Colonial America to 1800

25	75
26	80
27	27
28	57
29	28
Total 25-29	53

Subtest VIII - 1800-1861

30	48
31	43
32	91
33	94
34	31
Total 30-34	61

Subtest IX - 1861-1900

Items	% Achievement Level
35	68
36	84
37	64
38	87
39	40
Total 35-39	69

Subtest X - 1900-1932

40	70
41	22
42	78
43	89
44	74
45	64
Total 40-45	66

Subtest XI - 1932-1970

46	53
47	68
48	90
49	59
50	33
51	23
Total 46-51	54

COLLEGE OF EDUCATION
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Office of Educational Services
Blacksburg, VA. 24061

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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FAIRFAX COUNTY SCHOOLS
SOCIAL STUDIES EVALUATION PROJECT
1977-1978

Larry Weber
Dan Fleming

SOCIAL STUDIES

EVALUATION PROJECT

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Social Studies Evaluation

Project

PROCEDURES

A project to upgrade the knowledge and skills of students in American History in Fairfax County Schools was conducted during the 1977-78 academic year. The format of the project consisted of the following elements. Classes of students in grades 7-8 were assigned to experimental and control groups. In the fall of 1977 all students in both groups were administered an American History pre-test. Knowledge and skills that were tested are listed in Illustration 1. Copies of pre and post tests for each level are included in the appendices. Tests of all students were scored and results compiled in group data. Tests and test results of students in the experimental group were returned to teachers with instructions to review the test results with their students. An inservice session for experimental group teachers by project staff was also provided. Students in the control group were not given feedback. In May of 1978 all students were post tested with a parallel form of the pre test. Copies of the post test instruments are included in the appendices. Post tests of students were scored and results compiled in group data. The remainder of this section of the report will be devoted to data treatment and a discussion of the findings of the study.

ILLUSTRATION 1

AMERICAN HISTORY KNOWLEDGE AND SKILLS TEST

Part I: Recognizing Famous Leaders: The ability to identify pictures of well known leaders from the past.

Part II: Recognizing Political Symbols: The ability to identify well known political symbols found in comtemporary life.

Part III: Reading Graphs: The ability to comprehend and draw inferences from a line graph.

Part IV: Identifying Time Relationships: The ability to demonstrate a knowledge of chronology concerning people, events and technology.

Part V: Reading Maps and U.S. Geography: The ability to locate important geographical features of the United States and to determine direction and scale of miles on a map.

Part VI: Interpreting Written Sources: The ability to interpret differing accounts of the same event, determine point of view of an author and to make generalizations based on evidence.

Part VII through XI: Knowledge of American History: Items 35 through 51 determine student knowledge of major persons, events, terms and geography particularly significant for each of five chronological periods of United States history.

PROCEDURES/METHODOLOGY

The statistics used in analyzing data for the study are descriptive. When tests of significance were conducted non-parametric statistical techniques were used because resources allocated to analyzing the data did not allow extensive data treatment. Analyses that were conducted and discussion and conclusions were based primarily on rational and logical premises and from inspection of the quantitative data.

FINDINGS

Comprehensive results for both experimental and control groups for all levels of students are presented in Table 1. Information included at the beginning of each table are the number of students who took the test, the average score attained by the group, the test standard deviation, and reliability estimates of the test.

Immediately following the information at the top of Table 1, are subtest achievement levels, in percent, for students in both experimental and control groups. For example, the achievement level of 7-8 grade students in the experimental group on the Recognizing Famous Leaders skill area of the pretest was 84%; it was 83% for the control group on the pre-test; 68% for the experimental group on the post test and 80% for the control group on the post test. Other information relative to other knowledge and skill areas in the table can be interpreted in a similar fashion.

A more detailed breakdown of student performance is contained in Appendix 3, where statistics showing achievement of students on individual items within a subtest are presented. Scrutiny of the statistics should provide information about the strengths and weaknesses students have on the material that was tested by specific questions within a skill area.

Table 1
COMPREHENSIVE TEST STATISTICS
Grades 7 - 8

	Pre-Test	Post Test
No. Students-Exp. Group	557	525
No. Students-Control Group	277	281
Mean. Score-Exp. Group	32.10 (63%)	35.46 (70%)
Mean. Score-Control Group	31.41 (62%)	34.09 (67%)
Std. Deviation-Exp. Group	8.28	7.74
Std. Deviation-Control Group	8.04	8.45
Reliability (KR-20) Exp. Group	.87	.87
Reliability (KR-20) Control Group	.86	.88

SUBTEST PERCENT ACHIEVEMENT LEVELS
PRE & POST TESTS
Grades 7 - 8

	Experimental		Control	
Subtest	Pre	Post	Pre	Post
Recognizing Famous Leaders	84	68	83	80
Recognizing Political Symbols	68	63	69	62
Reading Graphs	88	83	86	86
Identifying Time Relationships	81	74	80	73
Reading Maps and U.S. Geography	66	81	62	78
Interpreting Written Sources	67	69	67	64
Colonial America - 1800	59	53	57	51
1800 - 1861	62	66	62	62
1861 - 1900	54	74	54	71
1900 - 1932	42	72	39	64
1932 - 1970	48	64	47	55

The establishment of criteria to judge the efficacy of the treatment used in this study was a subjective matter. Many competency-based educators suggest the 80% achievement level as satisfactory performance and evidence of a successful program. Accordingly, the achievement of 80% proficiency in a skill or knowledge area was used as evidence of treatment success.

For both experimental and control groups the 80% level of proficiency was attained on two (of a possible 11) skill areas on the post test. These were Reading Graphs and Reading Maps and U.S. Geography for the experimental group and Recognizing Famous Leaders and Reading Graphs for the control group. See Table 1.

These data are not supportive of treatment group effectiveness since control group achieved at the 80% level in the same number of subtest areas as did the experimental group.

Other analyses comparing the performance of control and experimental groups were conducted and, as mentioned earlier, while no attempt was made to equate the pre and post tests for difficulty level and statistical tests of significance were not conducted, inspection of the data at the top of Table 1 makes it hard to infer that the experimental group exhibited marked superiority over the control groups. On the pre-test the experimental group scored at the 63% level and the control groups scored at the 62%; on the post test the scores were 70% and 67% respectively. There was a 1% superiority for the experimental group on the pre-test and a 3% superiority for the experimental group on the post test. The net gain of two percentage points for the experimental group can hardly be taken as evidence of program success.

Another analysis conducted to detect whether the treatment was effective on the experimental group was a determination of the number of areas where the increase or decrease on the post test, as measured by percent of achievement gain or loss when compared to the pre-test, was at least 5%*. (Refer to Table 1). A 5% gain by the 7-8 grade experimental group between pre and psot testings was shown in four areas.

1. Reading Maps and U.S. Geography
2. 1861-1900
3. 1900-1932
4. 1932-1970

This data can be compared to the 7-8 grade control groups data which also indicated a 5% gain in four areas, which were identical to those listed above. However, the experimental group for 7-8 grade students declined by 5% points or more between pre and post testing in two more categories than the control group, (Refer to Table 1). In summary the control groups had a slight advantage on the comparison using this criterion.**

Inquiry was made into which group gained the greatest number of percentage points (or lost the fewest points) between pre and post testings for each area included in the tests. Chi square tests of significance were conducted to see if statistically significant differences existed between the two groups. For 7-8 grade students the experimental group showed superiority in most points gained or fewest lost between pre and post testings in five areas of the test and the control group showed superiority in four areas. There were ties in two areas, (Refer to Table 1). Chi square tests at the

---

*5% is an arbitrary figure which the evaluator used as a meaningful change between testings. It has been used in other research of this type.

**Two categories of student decline from the pre-test to the post-test should be noted. The subtest areas Recognizing Famous Leaders and Recognizing Political Symbols may not have been equally difficult for the pre test and the post test. However student performance on these areas was disappointing since the specific individuals and symbols included on the posttest were selected by the experimental teachers in an inservice workshop held after the pre-test was given.

.10 level of probability were conducted. Significant differences between the control and experimental groups did not exist. Chi square equaled .22.

CONCLUSIONS

Based on the analysis of data for the two groups of students tested during the current year there is no evidence to suggest that the experimental group performed at a level better than that of the control group. Furthermore the level of performance of students in both groups though better than what is typically found, is not highly encouraging. If the purpose of the test is to measure competence and, if it may be assumed that students should exhibit a relatively high level of performance on the skills and knowledge areas measured by this test of American History the findings are pessimistic. The achievement level of 80%, accepted by many educators as satisfactory evidence of program success was attained by students in experimental and control groups in only two subtest areas, out of a possible eleven. The overall performance by both groups, 70% for the experimentals and 67% for the controls does fall into the marginal range of acceptability (60-80%).

Since the Fairfax social studies curriculum for grade seven covers United States history from 1865 to the present, the greatest gain would be expected to occur on the last three subtests covering 1861 to 1970. Both experimental and control groups made substantial gains in each of the three subtests although they did not reach the 80% level of performance.

Findings in this report are in general agreement with those of similar studies conducted by the investigators. In rare instances is superiority of the experimental groups demonstrated. As mentioned in prior recommendations, the implementation of an education program designed to upgrade abilities of students in areas of deficiency needs to be made. It may be that attention to the development of skills and knowledge in American History will remedy the problem.

Finally, it is recommended that school system scrutinize its goals in relation to American History and determine if they are compatible with those measured by the test.

Appendix 1

Social Studies Tests, Instructions, and Answer Keys

Instructions for Completing the Answer Sheet and Taking the Test

USE A "NUMBER 2" PENCIL

- -

Answer Sheet Instructions

1. On the top line fill in the student name.

2. On the second line, show course name and level such as:

   U.S. History, Grade 7

   On the second line where index no. is shown, write in the last name of the teacher of the class such as:

   Jones
   Index No.

   On the second line fill in the date the test is taken.

3. Under the heading, Group No., fill in 1 for experimental group or 2 for control group.

- -

Test Taking Instructions

1. Have the students examine the sample shown in the upper right-hand corner.

2. The test is designed for a normal class period. It is not expected that more time should be needed.

3. Ask students not to mark on either the test or the answer sheet except when answering questions.

- -

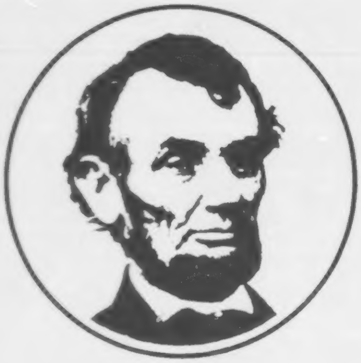
Experimental teachers keep the tests. Control teachers are to return all tests to the social studies supervisor.

AMERICAN HISTORY PRE-TEST
Fall, 1977

Part I. Recognizing Famous Leaders

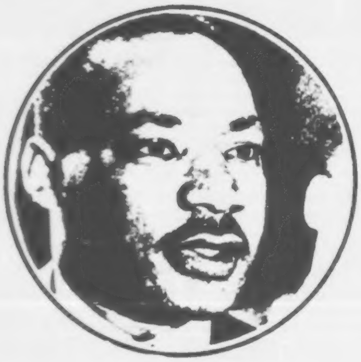
Shown below are three well known leaders from the past. Match the number by the name of the leader with the right picture.

1.



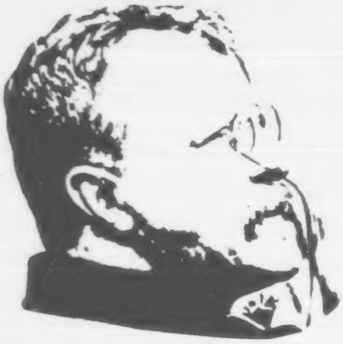
1. George Washington
2. Ben Franklin
3. Abraham Lincoln
4. Robert E. Lee

2.



1. Booker T. Washington
2. Martin Luther King
3. Andrew Young
4. George Washington Carver

3.

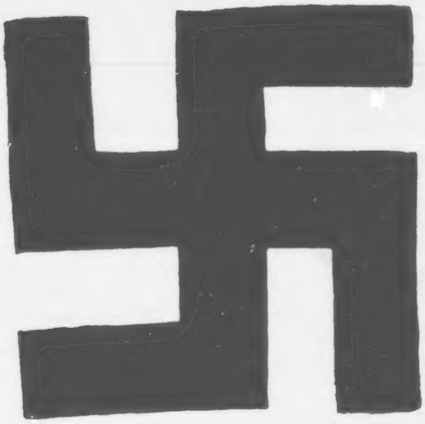


1. Woodrow Wilson
2. Teddy Roosevelt
3. John F. Kennedy
4. Charles Lindbergh

Part II. Recognizing Political Symbols

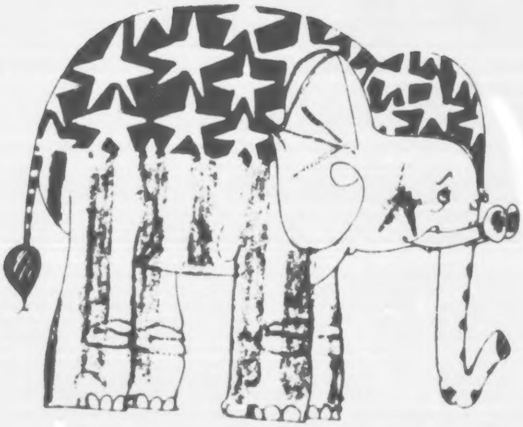
Shown below are two well known political symbols. Match the the number by the symbol meaning with the symbol.

4.



1. Red China
2. Nazi Germany
3. French Foreign Legion
4. Vietcong

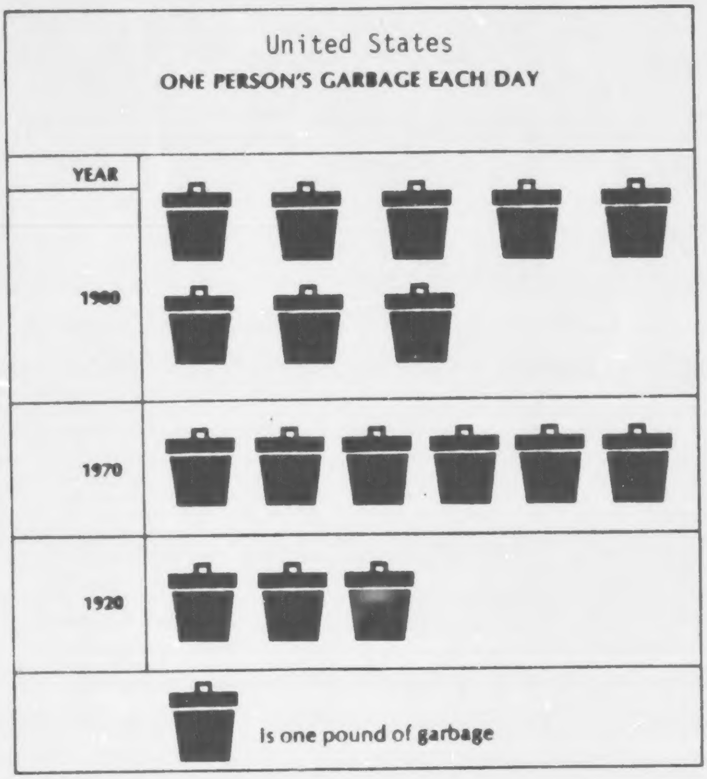
5.



1. India
2. Republican Party
3. Democratic Party
4. League of Nations

Part III. Reading Graphs

Using the graph shown below, answer the questions shown below.



6. In the year 1920, each person in the United States produced how many pounds of garbage a day?

   1. 3 pounds
   2. 6 pounds
   3. 8 pounds
   4. not shown

7. Based on the graph, you might conclude:

   1. Americans are becoming less wasteful.
   2. Americans are becoming more wasteful.
   3. The amount of garbage Americans throw away each day is about the same now as in the past.

8. Based on trends for the future shown in the graph, a major problem in the United States will some day be:

   1. finding places to dump garbage.
   2. finding metal for garbage cans.
   3. noise pollution from garbage trucks.
   4. finding people to work as garbage collectors.

Part IV. Identifying Time Relationships

There are four items, persons, or events given for each question. Mark the number for the item that happened first in time of the four listed. For example:

1. son
2. father
3. great grandfather
4. grandfather

The answer would be 3., great grandfather since he was the first of the four in time.

---

9. Which occurred first?

   1. the signing of the Declaration of Independence
   2. California Gold Rush
   3. freeing of the slaves
   4. the settling of Jamestown, Virginia

---

10. Who was President first?

    1. Abraham Lincoln
    2. Andrew Jackson
    3. Thomas Jefferson
    4. Grover Cleveland

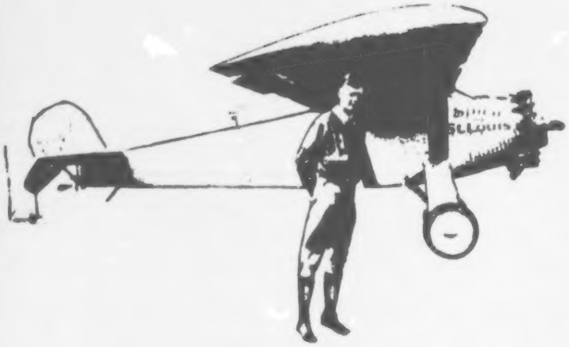
---

11. Listed below are four famous American slogans. A slogan is a catchy saying used to build public support. Which was used first?

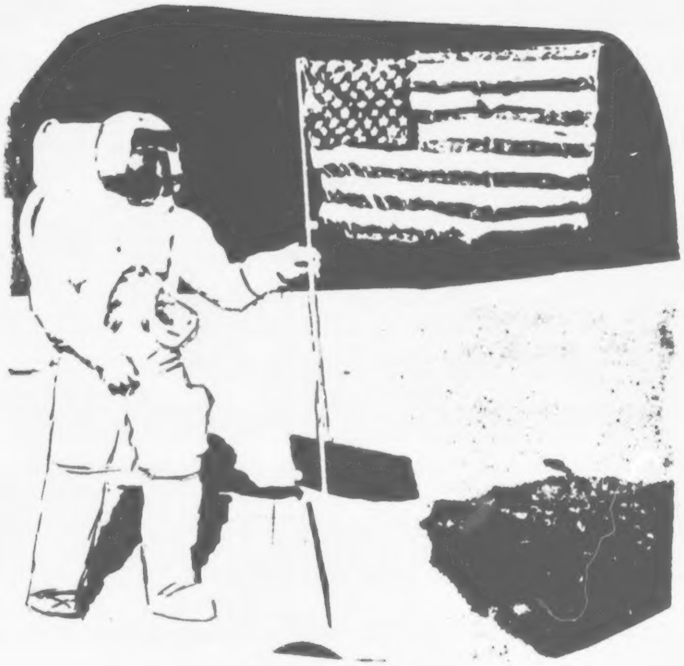
    1. "Remember the Alamo"
    2. "Give Me Liberty or Give Me Death"
    3. "Remember the Maine"
    4. "Ask not what your country can do for you; ask what you can do for your country."

---

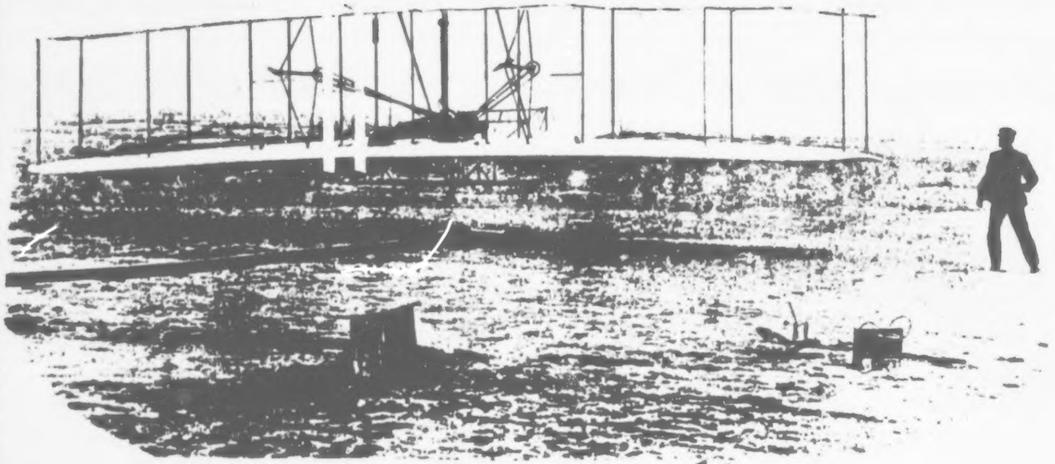
12. Shown below are three pictures representing three types of travel at different stages of history. Which took place first?



(1)



(2)



(3)

Questions 13-16 are about three different communities at different points in United States history. You are to answer the questions below based on the descriptions of the communities.

A. The community is made up of thousands of families, most of who recently came to the United States by boat from Italy. It is really a part of a larger city. The people live in crowded tenements and many still speak only Italian and work at low paying jobs in factories.

B. The community is small and consists of a few families who live in sod huts located near the railroad. The flatland surrounding the area is good for growing wheat and the most of the people are farmers.

C. The community is located near the river where the canoe and raft are the main forms of transportation. The threat of Indian attacks is still a problem and although the soil is rich, clearing the thick forests is difficult work. The people live in log cabins.

13. Which of the three communities probably appeared the earliest in the United States?

    1. A
    2. B
    3. C

14. Which of the three communities would come closest to being the same today in the United States as it was described above?

    1. A
    2. B
    3. C

15. Community A would most likely have been found in what part of the United States?

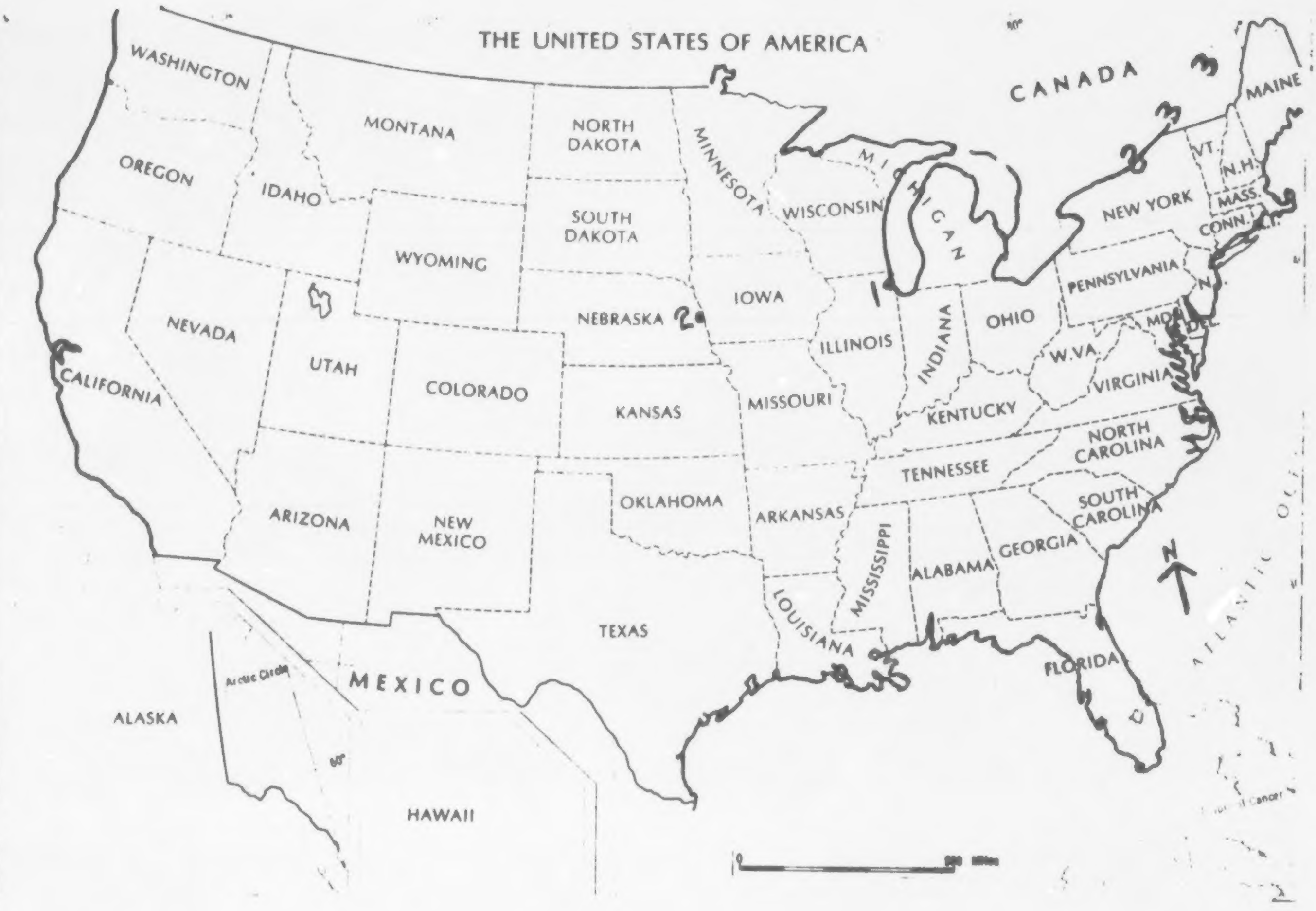
    1. the Northeast
    2. the Southeast
    3. the Midwest
    4. the Southwest

16. Community B would most likely have been found in what part of the United States?

    1. the Northeast
    2. the Southeast
    3. the Midwest
    4. the Southwest

Part V. Reading Maps and U.S. Geography

Using the map below answer the questions 17-21.



17. Maine is located in what part of the United States?
    1. the Northeast
    2. the Southeast
    3. the Southwest
    4. the Northwest

18. A person going from Kansas to Oregon would travel in what direction?
    1. Northeast
    2. Southeast
    3. Southwest
    4. Northwest

19. The distance from point one, Chicago, Illinois to point two, Omaha, Nebraska is roughly how far?
    1. 225 miles
    2. 325 miles
    3. 475 miles
    4. 875 miles

20. What is the body of water bordering the south of Louisiana?
    1. Caribbean Sea
    2. Ohio River
    3. Persian Gulf
    4. Bay of Fundy

21. The river separating Canada and the United States, item 3, that serves as a major trade route is what river?
    1. Rio Grande River
    2. St. Lawrence River
    3. the Erie Canal
    4. Columbia River

Part V. Interpreting Written Sources

Examine the two accounts of the Battle of Lexington shown below. Answer the questions below based on the accounts.

Who Fired That Shot?

One of the more interesting questions about the American Revolution is who fired the first shot at the battle of Lexington. The following are two accounts of what actually happened on that historic day, April 19, 1775, on Lexington green. One account is from a newspaper published in Salem, Massachusetts. A second account is from a London, England newspaper. Both were written soon after the battle.

Version I.

At Lexington. . .a company of (American) militia. . . gathered near the meeting house. The (British) troops came in sight of them just before sunrise; and running within a few rods of them, the Commanding Officer (Pitcairn) spoke to the militia in words to this effect: "Go home, you rebels--damn you, throw down your arms and go home;" upon which the troops (cheered), and immediately one or two British officers discharged their pistols, which were instantaneously followed by firing by four or five of the soldiers, and then there seemed to be a general discharge from the whole body. Eight American men were killed and nine wounded. . .

Version II.

. . .Six companies of (British) light infantry. . .at Lexington found a body of the country people under arms, on a green close to the road. And when the King's troops marching up to them, to find out the reason of their being so assembled, they went off in great confusion. And several guns were fired upon the King's troops from behind a stone wall, and also from the meeting house and other horses. One man was wounded, and Major Pitcairn's horse was shot in two places. As a result of this attack by the American rebels, the British troops returned the fire and killed several of them . . .

---

22. Version I was probably found in which newspaper?
    1. the London newspaper
    2. the Salem newspaper

23. Based on the two accounts, the reader could reasonably conclude:
    1. the Americans started the battle.
    2. the British started the battle.
    3. it is not clear at all which side started the battle.

24. The best way to read how the battle really started would be to:
    1. read the diaries of soldiers of the battle.
    2. talk to the great-great-great grandchildren of the soldiers.
    3. see a play about the battle.
    4. read an account in an American history textbook.

25. Based on the two versions you have read, what can you reasonably conclude about what you read in newspapers today?

    1. American newspapers are more fair than British newspapers.
    2. British newspapers are more fair than American newspapers.
    3. Newspapers tend to present a view favoring their own country when in a disagreement with another country.
    4. Newspapers are equally fair to all sides in reporting the news.

Part VII. Colonial America to 1800

26. Which statement best represents the goals of the Bill of Rights?

    1. laws should not be changed
    2. desire for wealth
    3. government control of all life
    4. respect for the individual

27. The basic law of our country is found in the document known as:

    1. the Sixteen Points.
    2. the U. S. Constitution.
    3. the Declaration of Independence.
    4. the United Nations Charter.

28. The two main powers wanting control of the colonies, particularly in the North were England and what nation?

    1. Germany
    2. France
    3. Russia
    4. Portugal

29. A key issue leading to the American Revolution was the disagreement between the Americans and the British over?

    1. Indian policy.
    2. taxing power.
    3. slavery.
    4. individual voting rights.

30. An important feature of the U. S. Constitution is the system in which Congress, the President, and the Supreme Court have controls over each other. This important principle is known as:

    1. checks and balances.
    2. judicial review.
    3. impeachment.
    4. the elastic clause.

Part VIII. 1800 to 1861

31. The major geographic problem for settlers traveling to the west coast was:

    1. the Rocky Mountains.
    2. the Great Plains.
    3. the Mississippi River.
    4. Death Valley.

32. The election of Andrew Jackson as President represented:

    1. more say for the common man.
    2. a weaker Presidency.
    3. a more warlike policy for the United States.
    4. control of American politics by New England.

33. The growth of the United States in land area from the first settlements to the Civil War could be described as:

    1. almost none.
    2. slight.
    3. some.
    4. great.

34. Several new states were formed in the period before the Civil War in 1861. The issue that divided much of the country concerning these new states centered around what problem?

    1. slavery
    2. voting rights for women
    3. Indian reservations
    4. trade laws

35. Several forms of transportation became quite popular in the early 1800'rds and did much to help the growth of the United States. Which of the following was NOT an important form of transportation in the fifty years before the Civil War in 1861?

    1. canals
    2. electric street cars
    3. railroads
    4. steam boats

Part IX. 1861-1900

36. Slavery was ended in the United States as a result of the:

    1. Mexican War.
    2. Civil War.
    3. Spanish American War.
    4. War of 1812.

37. The time following the Civil War in the South was known as:

    1. Reconstruction.
    2. New Nationalism.
    3. The New Deal.
    4. Era of the Common Man.

38. With the growth of industry in the late 1800'rds, many problems also appeared. One of the worst was?

    1. bad working conditions in factories.
    2. a shortage of raw materials.
    3. lack of voting rights for women.
    4. a shortage of workers.

39. The rise of the factory system after the Civil War caused:

    1. a decline of governmental power.
    2. a growth of family size.
    3. workers to be happier with their lives.
    4. the growth of cities.

40. An important result of the Spanish-American War was that the United States:

    1. gained overseas territory.
    2. became a major trade center.
    3. became the world's leading naval power.
    4. became more interested in European politics.

Part X. 1900-1932

41. Most of the immigrants from Europe entering the United States in the early 1900'rds came from Eastern and Southern Europe. The bulk of these immigrants settled in:

    1. large cities in the Northeast.
    2. the farm areas of the Midwest.
    3. the deep South, both on farms and in cities.
    4. the cities of the Pacific coast.

42. In 1904, United States under the leadership of President Roosevelt gained control of a territory greatly helping them in shipping. This territory was located in?

    1. Shanghai.
    2. Panama.
    3. Mexico.
    4. Tripoli.

43. The reform movement of the early 1900'rds is often called:

    1. the New Deal.
    2. Era of Hope.
    3. the Progressive Era.
    4. the New Nationalism.

44. The United States fought against Germany in World War I for all of the following reasons EXCEPT:

    1. German submarine welfare.
    2. historic ties with Great Britain.
    3. sinking of the Lusitania.
    4. British blockade of German ports.

45. The American President during World War I who led the fight for the League of Nations was?

    1. Teddy Roosevelt
    2. William Howard Taft
    3. Woodrow Wilson
    4. Warren G. Harding

46. Mass production contributed greatly to a higher standard of living for Americans in the Twentieth Century. What single invention had the most effect on American life?

    1. the automobile
    2. the airplane
    3. the radio
    4. the telephone

Part XI. 1932-1970

47. The main change resulting from the New Deal policies of the 1930's was:

    1. the government assumed more responsibility for the welfare of the individual citizen.
    2. lower taxes.
    3. the decline of the American city.
    4. more rights for minority groups.

48. The President of the United States throughn the New Deal years and most of World War II was?

    1. Franklin D. Roosevelt.
    2. Harry S. Truman.
    3. Herbert Hoover.
    4. John F. Kennedy.

49. World War II began for the United States when what country launched an attack on Pearl Harbor, December 7, 1941.

    1. Germany
    2. Italy
    3. Japan
    4. Russia

50. A new era of warfare began near the end of World War II as the result of the American use of?

    1. jet fighting planes.
    2. tanks.
    3. the atomic bomb.
    4. flame throwers.

51. The period immediately after World War II is sometimes referred to in describing Russian-United States relations as?

    1. the Iron Curtain.
    2. the Cold War.
    3. X-Y-Z Deadlock.
    4. the Double Entente.

52. An important outcome of the 1960's was:

    1. increased civil rights for minority groups.
    2. the ending of the war in Korea.
    3. Watergate and the resignation of President Nixon.
    4. the improvement of life in the cities.

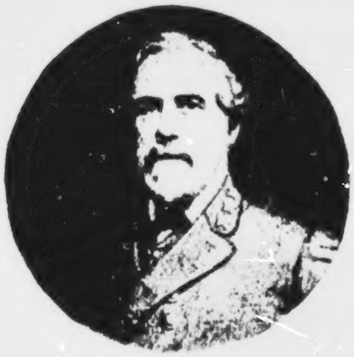
AMERICAN HISTORY POST-TEST

Spring 1978

Part I. Recognizing Famous Leaders

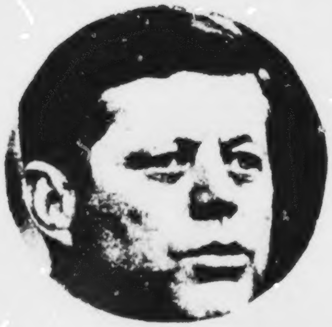
Shown below are three well known leaders from the past. Match the number by the name of the leader with the right picture.

1.



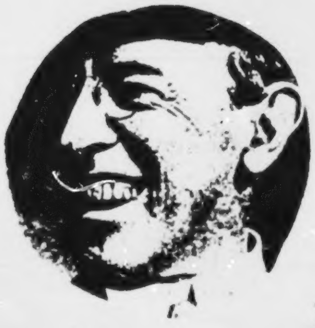
1. Grover Cleveland
2. Ulysses S. Grant
3. Abraham Lincoln
4. Robert E. Lee

2.



1. Franklin D. Roosevelt
2. J. Edgar Hoover
3. Dwight D. Eisenhower
4. John F. Kennedy

3.

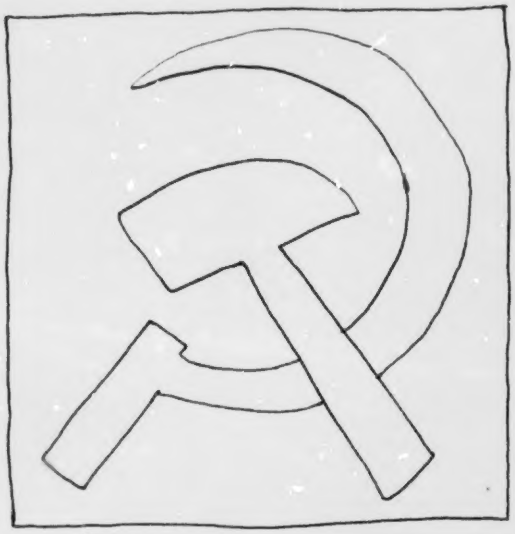


1. Woodrow Wilson
2. Teddy Roosevelt
3. Harry S. Truman
4. Charles Lindbergh

Part II. Recognizing Political Symbols

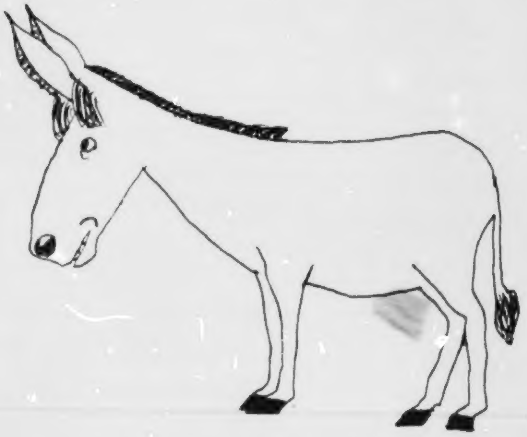
Shown below are two well known political symbols. Match the number by the symbol meaning with the symbol.

4.



1. Communist Russia
2. Nazi Germany
3. farmer's alliance
4. labor unions

5.

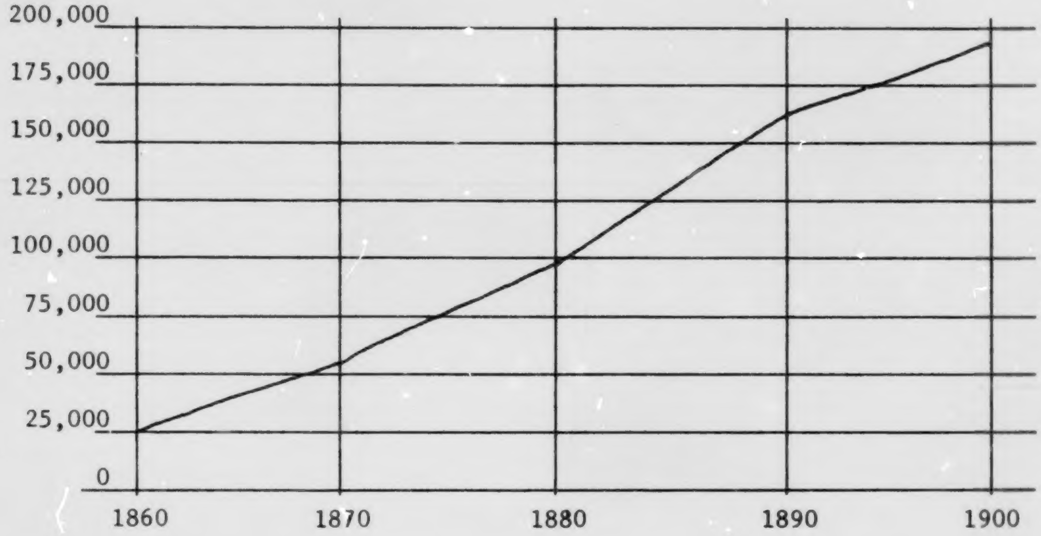


1. War on Poverty
2. Republican Party
3. Democratic Party
4. League of Nations

Part III Reading Graphs

Using the graph shown below, answer the questions shown below.

Railroad Mileage in the United States



6. By the year 1900, how many miles of railroads would you find in the United States?

    1. 50,000
    2. 90,000
    3. 160,000
    4. 190,000

7. Based on the graph, you might conclude which of the following increased?

    1. travel
    2. farm production
    3. military activities

8. Based on the graph, which of the following probably increased most rapidly from 1860 to 1900?

    1. cattle production
    2. wheat production
    3. steel production
    4. clothing production

Part IV. Identifying Time Relationships

There are four items, persons, or events given for each question. Mark the number for the item that happened first in time of the four listed. For example:

1. son
2. father
3. great grandfather
4. grandfather

The answer would be 3., great grandfather since he was the first of the four in time.

---

9. Which occurred first?

   1. the invention of the airplane
   2. the creation of the League of Nations
   3. the rise of the Klu Klux Klan
   4. the Battle of the Alamo

---

10. Who was President first?

    1. Woodrow Wilson
    2. Theodore Roosevelt
    3. Franklin D. Roosevelt
    4. Herbert Hoover

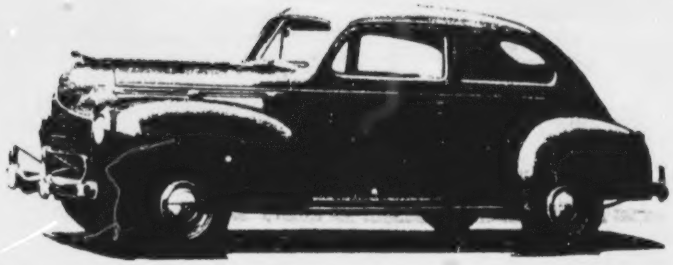
---

11. Listed below are four famous American slogans. A slogan is a catchy saying used to build public support. Which was used first?

    1. "Remember Pearl Harbor"
    2. "We Shall Overcome"
    3. "Remember the Lusitania
    4. "Remember the Maine"

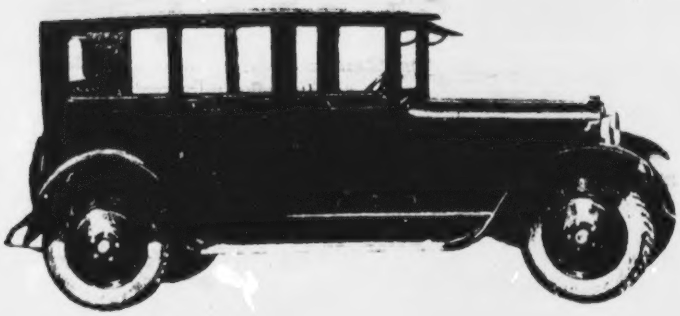
---

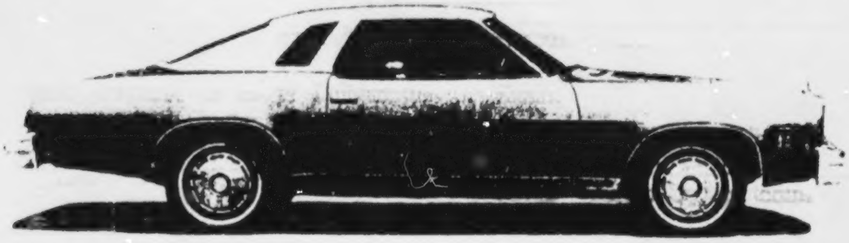
12. Shown below are three pictures representing three types of travel at different stages of history. Which took place first?



(1)

(2)

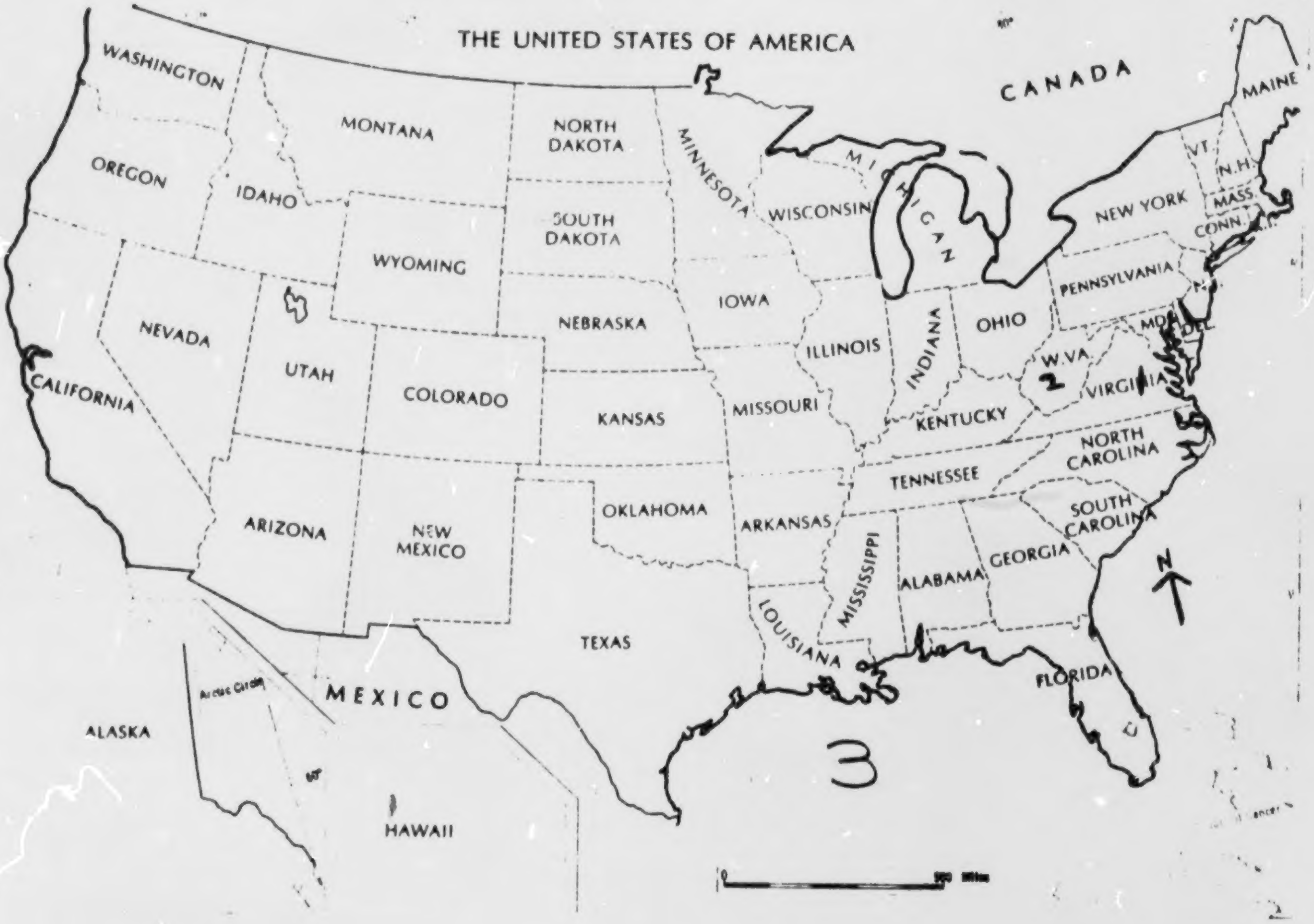




(3)

Part V. Reading Maps and U.S. Geography

Using the map below answer the questions 17-20.



17. Florida is located in what part of the United States?
    1. the Northeast
    2. the Southeast
    3. the Southwest
    4. the Northwest

18. A person going from Texas to Virginia would travel in what direction?
    1. Northeast
    2. Southeast
    3. Southwest
    4. Northwest

19. The distance from point one, Richmond, Virginia to point two, Charleston, West Virginia is roughly how far?
    1. 125 miles
    2. 250 miles
    3. 375 miles
    4. 475 miles

20. What is the body of water, number 3, south of Louisiana?
    1. Caribbean Sea
    2. Atlantic Ocean
    3. Gulf of Mexico
    4. Mississippi River

Part V Interpreting Written Sources

Examine below the two accounts of an antiwar demonstration held at the Pentagon Building in 1967. Version I is from the London Times and Version II is from Time magazine.

Version I. The vast defense Department building, the Pentagon, which stands on 583 acres of lawn and car parks, was penetrated briefly yesterday by a few dozen youngsters. United States marshals, with clubs swinging, quickly turned their attack into a retreat.

Version II. Against that physically and functionally immovable object last week surged a self-proclaimed irresistible force of 35,000 ranting, chanting protesters who are absolutely opposed to the U.S. war in Vietnam. By the time the demonstration had ended, more than 425 irresistibles had been arrested, 13 more had been injured, and the Pentagon had remained immobile.

21. The author of Version II probably·

    1. liked demonstrations against the war in Vietnam
    2. disliked demonstrations against the war

22. Based on the two accounts, the reader could conclude·

    1. a sizeable struggle took place at the Pentagon
    2. very little struggle took place at the Pentagon
    3. it is not clear how much of a struggle took place at the Pentagon

23. The best way to find out what really happened at the Pentagon demonstration would be to:

    1. read about the demonstration in a Russian newspaper
    2. interview people from both sides of the dispute who were actually there
    3. see a play about the demonstration
    4. read about the demonstration in a United States history textbook

24. Based on the two versions you read, what can you reasonably conclude about what you read in news publications?

    1. News publications are not consistent in their reporting of the same event
    2. Generally you can accept what you read in news publications as being accurate
    3. The viewpoint of a country's government has no influence on news publications
    4. News publications are fair in their treatment of all sides of a dispute

Part VII Colonial America to 1800

25. Individual protection for citizens of the United States is based on:

    1. the United Nations Charter
    2. the Reform Act of 1832
    3. the Bill of Rights
    4. the Emancipation Proclamation

26. The framework of our government is based on:

    1. common law
    2. the Magna Carta
    3. the Declaration of the Rights of Man
    4. the Constitution of the United States

27. By 1800 a rapidly developing route of travel was the:

    1. Northwest Passage
    2. Ohio and Mississippi Rivers
    3. Oregon Trail
    4. Union Pacific Railroad

28. A big weakness of the Articles of Confederation was:

    1. the states were too weak compared with Congress
    2. there was no single executive or head to carry out the laws under the Articles
    3. the Congress could not make war and peace
    4. it provided for too many meetings of Congress

29. A system of government created by the U.S. Constitution in which a central government divides and shares power with the states is known as a:

    1. parlimentary system
    2. federal system
    3. unitary system
    4. democratic system

Part VIII 1800 to 1861

30. The United States gained a huge area of land from the Louisiana Purchase. This land was bought from:

    1. England
    2. Spain
    3. France
    4. Germany

31. The election of what President began the "spoils" system and opened up the charge of "mob rule"?

    1. Thomas Jefferson
    2. John Adams
    3. James Madison
    4. Andrew Jackson

32. The underground railroad was a means of helping slaves escape. A famous worker in this effort was:

    1. Harriet Tubman
    2. Coretta King
    3. Dorothea Dix
    4. Jane Addams

33. An important product of the South that helped continue slavery was:

    1. steel
    2. wheat
    3. cotton
    4. lumber

34. The most important cause of the War of 1812 was:

    1. British interference with American rights to the sea
    2. British tax policy
    3. American desire to help the French
    4. British invasion of American territory

Part IX 1861 - 1900

35. Which of the following freed the slaves in the Confederate states:

    1. Declaration of Independence
    2. Bill of Rights
    3. Declaration of Rights of Man
    4. Emancipation Proclamation

36. A struggle resulted after the Civil War over how to treat the South. This resulted in an attempt to remove President Johnson from office in a process known as:

    1. amnesty
    2. recall
    3. impeachment
    4. dissolution

37. The period after the Civil War found a sharp growth of:

    1. giant industries
    2. more rights for the working man
    3. government control of business
    4. interest in saving natural resources

38. The inventor who did more than anyone else to find uses for electricity was:

    1. Alexander Graham Bell
    2. Samuel F. B. Morse
    3. Colonel E. L. Drake
    4. Thomas A. Edison

39. Many nations including the United States became interested in acquiring land outside its boundaries. This policy is known as:

    1. nationalism
    2. imperialism
    3. populism
    4. pluralism

Part X 1900 - 1932

40. Many people calling for reforms in society spoke out in the early 1900s. Most of these concerns dealt with the life:

    1. of the poor in factories and cities
    2. on the farm
    3. of poor people in other countries
    4. of sailors at sea

41. A new area of interest and concern particularly pushed by President Theodore Roosevelt was that of:

    1. tax policies
    2. increasing world trade
    3. conservation of natural resources
    4. better relations with Latin America

42. An important outcome of World War I was the setting up of an organization to help keep world peace. This organization was called:

    1. The League of Nations
    2. the Fourteen Points
    3. the United Nations
    4. the North Atlantic Treaty Organization

43. America's greatest hero as a result of his being the first flier to fly the Atlantic Ocean alone was:

    1. John Glenn
    2. Charles A. Lindbergh
    3. Neil Armstrong
    4. Eddie Rickenbacker

44. A new way of operating factories resulted in more goods at a lower price for all Americans. This process is known as:

    1. barter
    2. checks and balances
    3. dollar diplomacy
    4. mass production

45. A group opposing Jews, Catholics, foreigners and blacks became quite large and powerful in the United States by the 1920s. This group was the:

    1. Knights of the White Cross
    2. Heroes of the Confederacy
    3. Klu Klux Klan
    4. Nazi Party

Part XI 1932 - 1970

46. The period of the 1930s under the Presidency of Franklin D. Roosevelt was known as the:

    1. Fair Deal
    2. Square Deal
    3. New Deal
    4. Progressive Era

47. The economy of the 1930s under the Presidency of Franklin D. Roosevelt could be described as a period of:

    1. prosperity
    2. depression
    3. stagflation
    4. inflation

48. The leader of Nazi Germany during World War II was:

    1. Joseph Goebbels
    2. Konrad Adenauer
    3. Willy Brandt
    4. Adolph Hitler

49. A main ally of the United States in World War II was:

    1. Russia
    2. Japan
    3. Sweden
    4. Turkey

50. The Marshall Plan under the leadership of President Truman was created in 1947. This Plan helped to:

    1. rebuild the industry and cities of western Europe
    2. to rebuild the armies of western Europe
    3. bring Asian countries under American influence
    4. improve U.S.-Latin American relations

51. A historic breakthrough in Civil Rights was made by the 1954 Supreme Court decision in the case:

    1. Baker v. Carr
    2. Plessy v. Ferguson
    3. Marbury v. Madison
    4. Brown v. the Board of Education of Topeka

AMERICAN HISTORY PRE-TEST GRADE 7 . FALL, 1977

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1. IN THE BOXES BELOW, WRITE YOUR ID NUMBER AND BLACKEN THE CORRESPONDING CIRCLE

2. IF REQUESTED BY INSTRUCTOR WRITE IN TEST FORM, SEAT NUMBER AND GROUP NUMBER BELOW. BLACKEN CORRESPONDING NUMBERED CIRCLE

ID NUMBER

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101 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
102 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
103 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
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127 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
128 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
129 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
130 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

AMERICAN HISTORY POST-TEST GRADE 7 SPRING, 1978

NCS Trans-Optic F4241-5432

USE NO. 2 PENCIL

WRONG 1 ① ✓ ③ ④ ⑤
WRONG 2 ① ⊗ ③ ④ ⑤
WRONG 3 ① ⊘ ③ ④ ⑤
RIGHT 4 ① ● ③ ④ ⑤

V P I & S U

LEARNING RESOURCES CENTER

LAST FIRST MIDDLE

COURSE DEPT NO INDEX NO

DATE MO DAY YR

1. IN THE BOXES BELOW WRITE YOUR ID NUMBER, BLACKEN THE CORRESPONDING CIRCLE
2. IF REQUESTED BY INSTRUCTOR, WRITE IN YOUR SEAT NUMBER AND GROUP NUMBER BELOW. BLACKEN CORRESPONDING NUMBERED CIRCLE

ID NUMBER

TEST FORM

SEAT NO.

GROUP NO.

PLEDGE

DO NOT WRITE ON THE BACK OF THIS SHEET

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Appendix 2

Pre Test Results

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF CURRICULUM AND INSTRUCTION

January 30, 1978

MEMORANDUM

TO: Fairfax County Schools, Frank Taylor, Director

FROM: Dr. Dan B. Fleming and Dr. Larry J. Weber

SUBJECT: American History Pretest Results/Social Studies Pilot Project

The attached report summarizes performance of students in the Fairfax County School System on the American History pretest administered during the fall, 1977 term. The American History Test is considered a criterion referenced (CR) test. CR tests are mastery oriented, which means that the performance level of students is compared to a pre set criterion level, and not to the performance of norm groups.

For CR tests, a mastery level frequently is established in the 60-80% range. In any area where the performance level is 80% or above students in your system are performing at a satisfactory level; in areas where performance ranges from 60-79%, performance is marginal; in areas where performance is below 60%, performance is unsatisfactory. The enclosed materials show the summary results of students in Fairfax County Schools.

/tls

Enclosure

Table 2
Summary Performance
of
Fairfax County Schools Students (Control)
on
Subtests of The American History Pretest

Grade Level 7-8

Satisfactory (above 80%):

Subtest I - Recognizing Famous Leaders
Subtest III - Reading Graphs
Subtest IV - Identifying Time Relationships

Marginal (60-79%):

Subtest II - Recognizing Political Symbols
Subtest V - Maps and U.S. Geography
Subtest VI - Interpreting Written Sources
Subtest VIII- 1800-1861

Unsatisfactory (below 60%):

Subtest VII - Colonial America to 1800
Subtest IX - 1861-1900
Subtest X - 1900-1932
Subtest XI - 1932-1970

Fairfax County Schools

PRE TEST STATISTICS

Group: Grades 7-8 Experimental

Total Test Statistics	
Number of total students	557
Mean score	32.10
SD	8.28
Reliability	.87

Subtest Achievement Levels

Subtest I - Recognizing Famous Leaders

Items	% Achievement Level
1	97
2	84
3	72
Total 1-3	84

Subtest II - Recognizing Political Symbols

Items	% Achievement Level
4	91
5	44
Total 4-5	68

Subtest III - Reading Graphs

Items	% Achievement Level
6	93
7	83
8	87
Total 6-8	88

Subtest IV - Identifying Time Relationships

Items	% Achievement Level
9	75
10	68
11	79
12	96
13	77
14	88
Total 9-14	81

Subtest V - Reading Maps and U.S. Geography

15	60
16	61
17	86
18	76
19	77
20	Omit
21	38
Total 15-21	66

Subtest VI - Interpreting Written Sources

22	71
23	72
24	50
25	74
Total 22-25	67

Subtest VII - Colonial America to 1800

26	80
27	57
28	57
29	77
30	23
Total 26-30	59

Subtest VIII - 1800-1561

31	63
32	48
33	62
34	68
35	68
Total 31-35	62

Subtest IX - 1861-1900

36	82
37	52
38	39
39	71
40	24
Total 36-40	54

Subtest X - 1900-1932

Items	% Achievement Level
41	45
42	69
43	29
44	21
45	35
46	54
Total 41-46	42

Subtest IX - 1932-1970

47	38
48	42
49	73
50	66
51	39
52	31
Total 47-52	48

PRE TEST STATISTICS

Group: Grades 7-8 Control

Total Test Statistics	
Number of total students	277
Mean Score	31.41
SD	8.04
Reliability	.86

Subtest Achievement Levels

Subtest I - Recognizing Famous Leaders

Items	% Achievement Level
1	97
2	81
3	72
Total 1-3	83

Subtest II - Recognizing Political Symbols

Items	% Achievement Level
4	93
5	45
Total 4-5	69

Subtest III - Reading Graphs

Items	% Achievement Level
6	94
7	79
8	86
Total 6-8	86

Subtest IV - Identifying Time Relationships

Items	% Achievement Level
9	76
10	64
11	79
12	94
13	81
14	86
Total 9-14	80

Subtest V - Reading Maps and U.S. Geography

15	58
16	58
17	81
18	69
19	72
20	Omit
21	33
Total 15-21	62

Subtest VI - Interpreting Written Sources

22	70
23	73
24	52
25	73
Total 22-25	67

Subtest VII - Colonial America to 1800

26	78
27	56
28	53
29	79
30	18
Total 26-30	57

Subtest VIII - 1800-1861

31	65
32	47
33	58
34	70
35	68
Total 31-35	62

Subtest IX - 1861-1900

Items	% Achievement Level
36	83
37	50
38	38
39	69
40	28
Total 36-40	54

Subtest X - 1900-1932

41	42
42	56
43	32
44	19
45	36
46	50
Total 41-46	39

Subtest XI - 1932-1970

47	36
48	36
49	72
50	68
51	39
52	31
Total 47-52	47

Appendix 3

Post Test Results

Fairfax

POST TEST STATISTICS

Group: Grades 7-8 Experimental

Total Test Statistics

Number of total students	525
Mean Score	35.46
SD	7.74
Reliability	.87

Subtest Achievement Levels

Subtest I - Recognizing Famous Leaders

Items	% Achievement Level
1	55
2	95
3	55
Total 1-3	68

Subtest II - Recognizing Political Symbols

Items	% Achievement Level
4	59
5	66
Total 4-5	63

Subtest III - Reading Graphs

Items	% Achievement Level
6	93
7	87
8	70
Total 6-8	83

Subtest IV - Identifying Time Relationships

Items	% Achievement Level
9	68
10	51
11	51
12	96
13	89
14	88
15	77
16	75
Total 9-16	74

Subtest V - Reading Maps and U.S. Geography

17	88
18	80
19	73
20	82
Total 17-20	81

Subtest IV - Interpreting Written Sources

21	64
22	57
23	82
24	71
Total 21-24	69

Subtest VII - Colonial America to 1800

25	77
26	84
27	31
28	46
29	25
Total 25-29	53

Subtest VIII - 1800-1861

30	62
31	51
32	89
33	93
34	34
Total 30-34	66

Subtest IX - 1861-1900

Items	% Achievement Level
35	60
36	88
37	63
38	87
39	71
Total 35-39	74

Subtest X - 1900-1932

Items	% Achievement Level
40	71
41	19
42	81
43	94
44	79
45	85
Total 40-45	72

Subtest XI - 1932-1970

Items	% Achievement Level
46	71
47	71
48	95
49	68
50	43
51	33
Total 46-51	64

Fairfax

POST TEST STATISTICS

Group: Grades 7-8 Control

Total Test Statistics	
Number of total students	281
Mean Score	34.09
SD	8.45
Reliability	.88

Subtest Achievement Levels

Subtest I - Recognizing Famous Leaders

Items	% Achievement Level
1	77
2	96
3	68
Total 1-3	80

Subtest II - Recognizing Political Symbols

Items	% Achievement Level
4	59
5	65
Total 4-5	62

Subtest III - Reading Graphs

Items	% Achievement Level
6	95
7	89
8	75
Total 6-8	86

Subtest IV - Identifying Time Relationships

Items	% Achievement Level
9	57
10	53
11	57
12	98
13	85
14	85
15	76
16	72
Total 9-16	73

Subtest V - Reading Maps and U.S. Geography

17	86
18	76
19	71
20	78
Total 17-20	78

Subtest IV - Interpreting Written Sources

21	65
22	54
23	73
24	65
Total 21-24	64

Subtest VII - Colonial America to 1800

25	72
26	77
27	35
28	42
29	31
Total 25-29	51

Subtest VIII - 1800-1861

30	53
31	48
32	83
33	90
34	35
Total 30-34	62

Subtest IX - 1861-1900

Items	% Achievement Level
35	65
36	85
37	63
38	77
39	64
Total 35-39	71

Subtest X - 1900-1932

40	60
41	28
42	71
43	84
44	70
45	71
Total 40-45	64

Subtest XI - 1932-1970

46	75
47	62
48	83
49	55
50	30
51	26
Total 46-51	55

Table 1
Summary Performance
of
Fairfax County Schools Students (Experimental)
on
Subtests of The American History Pretest

Grade Level 7-8

Satisfactory (above 80%):

Subtest I - Recognizing Famous Leaders
Subtest III - Reading Graphs
Subtest IV - Identifying Time Relationships

Marginal (60-79%):

Subtest II - Recognizing Political Symbols
Subtest V - Maps and U.S. Geography
Subtest VI - Interpreting Written Sources
Subtest VIII - 1800-1861

Unsatisfactory (below 60%):

Subtest VII - Colonial America to 1800
Subtest IX - 1861-1900
Subtest X - 1900-1932
Subtest XI - 1932-1970